



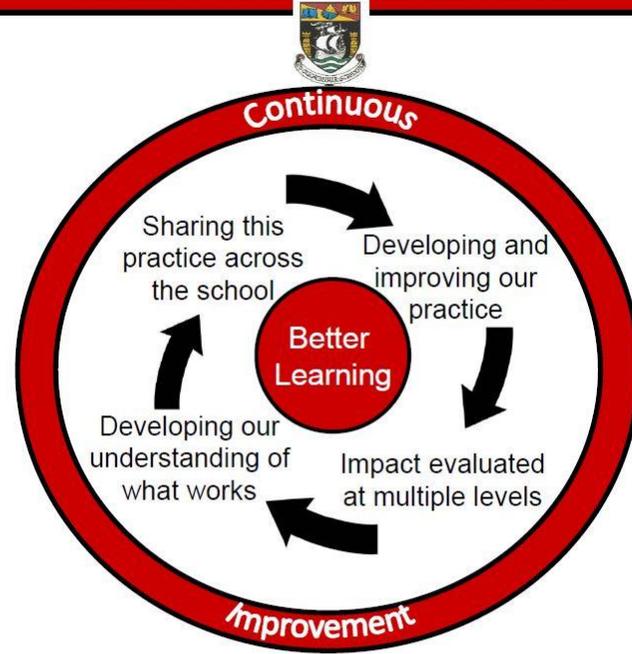
WAID PRIORITIES 2018/19

3.2 raising Attainment and Achievement.

- Closing the gap.
- Development of the Pupil Equity Fund initiative (PEF) to increase attainment for the lowest 20%
- Tracking of wider achievement

2.3 Learning, Teaching and Assessment

Evaluate the use of the Waid learning model and identify development areas



1.1 Self-evaluation for improvement
Underpinned by strong, robust self-evaluation

- 2.2 Curriculum**
- Introduction of Higher course changes.
 - Evaluation of changes to National 5 courses

2.2 Curriculum
Continue to review Broad General Education (BGE) phase courses and associated assessments, benchmarks and reporting

•Excellence •Achievement •Pride •Ambition •Respect



For session 2018- 19 the Waid Academy has the 4 main priorities above.
Self-evaluation for improvement is the processes through which we demonstrate achievement of the priorities.



Our common set of values are what our staff said they believe in.
These values will shape how our staff behave towards our customers, colleagues and those who we work in partnership with.

Compassion
Ambition
Respect
Equity



Fife Council



The Waid Academy
Vision, Aims and Values reflect the common set of values as expressed by the Education and Children's Services Directorate



Values into Actions - Our staff will:

- Listen carefully and use language which is clear and easily understood.
- Recognise, understand and be sympathetic to the needs of all children and adults, and in particular those who are in some way vulnerable.
- Aspire to the highest standards and achievements for everyone.
- Work actively and relentlessly to break the cycle of disadvantage.
- Treat everyone with respect and dignity, interacting in a friendly, courteous and constructive manner.
- Aim at all times to be focused on finding solutions and creative in addressing problems.
- Treat all in a completely fair and transparent way, making sure everyone has access to the same opportunities.



The Waid Academy

Vision for Waid	Waid Aims	Waid - Core Values
1. Learner at the centre	1. Respect and Citizenship	1. Excellence
2. Inclusive	2. A 'can do' attitude	2. Respect
3. Leadership at all levels	3. Maximise potential	3. Achievement
4. High expectations	4. Continuous progression in learning	4. Pride
5. Building Partnerships		5. Ambition

Priorities for Improvement

Strengthening the implementation of GIRFEC:

- Continuing to support better parenting skills through improved engagement with families
- Preventative, joined-up working in local communities

Significantly improving attainment:

- More effective engagement and participation of children and young people in their learning
- Developing better learning and teaching in the classroom and beyond

Further closing the attainment gap for the most disadvantaged

- Closing the attainment gap for pupils in the Broad General Education (BGE)
- Improving educational outcomes for looked after children

Ensuring better health and wellbeing:

- Improving physical health and development
- Supporting physical and the emotional wellbeing of all children and young people, and particularly those most at risk

Improving the employability skills and life chances of young people:

- Increasing the attainment of key qualification sets that lead to wider post-school opportunities
- Developing better pathways to positive post-school destinations

Empowering and supporting local communities:

- Providing person-centred and collaborative services
- Preventing and reducing reoffending



Within The Waid Academy we are committed to the core priorities of the Fife Council, Education and Children's Services Directorate Plan 2017-20.

How will this be implemented?

Strengthening the implementation of GIRFEC

- Better targeting resources, in order to achieve a greater impact on children and families locally.
- Consolidating the design of services available to meet local needs and improving the impact of our partnership working.

Focussing on the most effective ways to improve attainment and close the attainment gap

- Ensuring more coherent and effective approaches to self-evaluation and improvement.
- Supporting the continued improvement of, and achieving a greater impact from, learning and teaching.

Targeting services & resources to meet the greatest need

- Better identifying and supporting the needs of all children, particularly the disadvantaged and the most vulnerable.
- Consolidating and further developing our systems and support services, to better support those with the greatest needs.

Supporting more consistent approaches to improving health and wellbeing

- Ensuring that our policies and strategies: promote health & wellbeing, encourage responsible attitudes and behaviours and consistently support children to be active.
- Ensuring that our service design and ways of working better support the emotional wellbeing of all children.

Developing our delivery model to improve the employability skills and the life chances of young people

- Strengthening pathways to employability and other positive destinations for young people.
- Offering a range of vocational and academic opportunities and experiences for all, which are valued equally.

Empowering and supporting local communities

- Providing person-centred and collaborative services that are increasingly designed and delivered with the participation of children, young people and families
- Ensuring that our services are effective in supporting early intervention strategies that prevent and reduce reoffending.



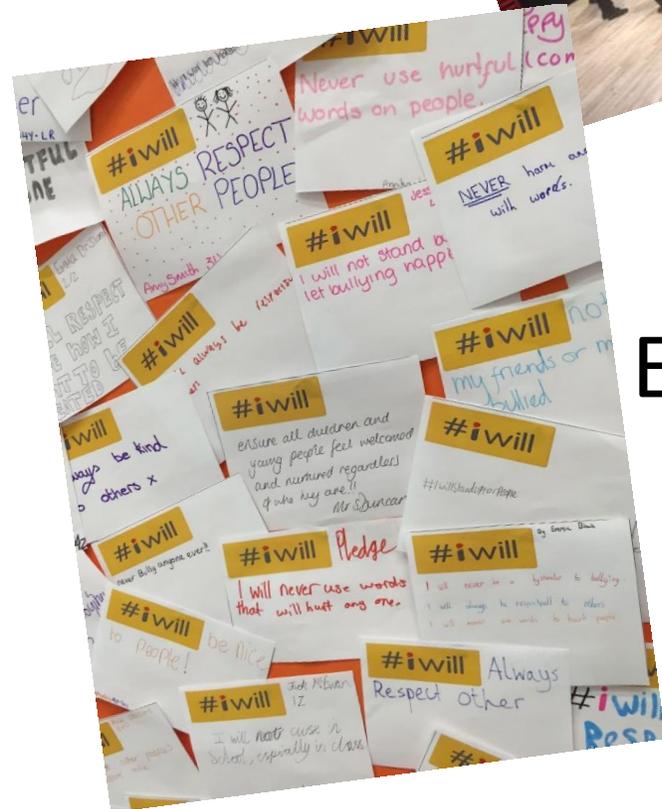
School Standards and Quality Report



How are we doing?

How do we know?

Evidence of where the school is now?





School Improvement Plan

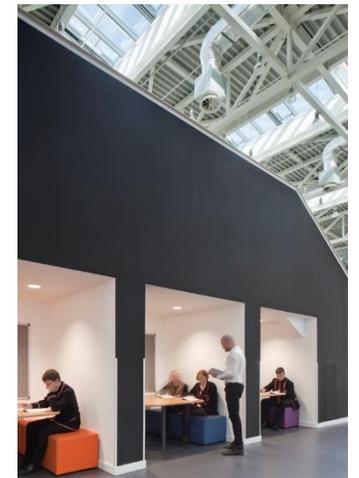
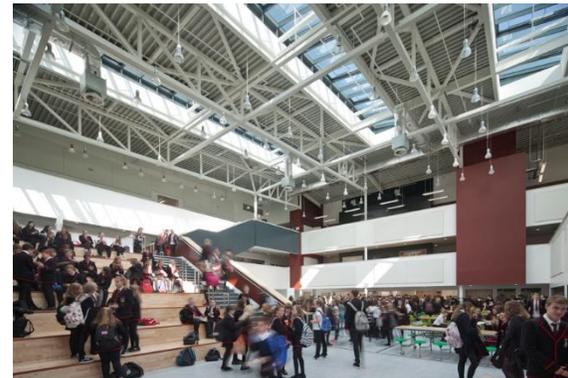


Within the Standards and Quality Report and Improvement Plan process, particular attention requires to be given to the following questions to ensure that we are addressing the key areas that will have an impact on the quality of learners' experiences.

- How well do young people learn and achieve?
- How well does the school support young people to develop?
- How does the school improves the quality of its work?



Details of how learners, parent/carers, staff and partners have been consulted follow



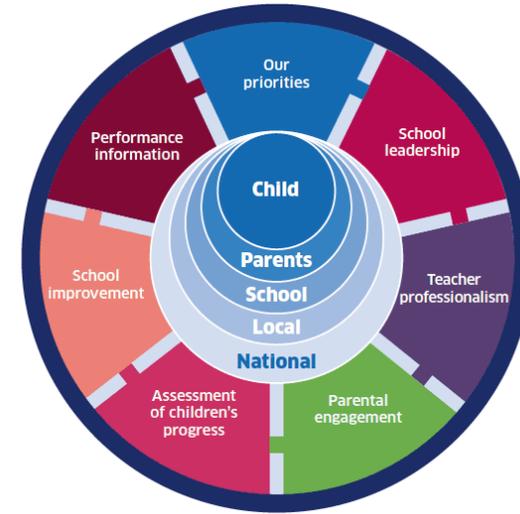
Consultation



<p>Staff</p>	<p>Staff are consulted in a variety of ways within the school. Regular planned staff meetings are in place as are Leadership Team meetings and Senior Leadership Team meetings. Information is shared with staff for consultation, the results of these are then collated and acted upon. Staff have been consulted on Relationships for Behaviour Revised Practice Guidelines. Presentations and workshops have been held in relation to aspects of curriculum, raising attainment and pedagogy on each In-service and at staff meetings throughout the year and comments sought. Main items put out to staff for consultation this year were: Working Time agreements; Curriculum for Excellence; consultation on our SQA presentation policy in relation to National 5. The 7/18 Standards and Quality Report; Progress of School Improvement Plan 7/18 and priorities 18/19 were collaboratively evaluated and identified. ; prefect elections; the School Calendar 18/19, Taking a Closer Look calendar 18/19, and Tracking Calendar. Staff were consulted on progressing the Waid Learning and Teaching Model an identified their faculty focus. Staff views were sought on the provision of professional learning. Surveys of views on the school went out to all teaching staff and auxiliary Clerical/Admin staff have regular meetings and PRD programmes.</p>
<p>Learners</p>	<p>Learners are consulted on a regular basis through our Student Congress, class Reps, House system and assemblies. Learners are now influencing the development of learning and teaching through the newly created Learning Council. Learners assess the curriculum in departments through pupil profiles, evaluation sheets and feedback forms. Individual subjects survey learners for their views regarding the teaching and learning and courses within the department and on visiting groups e.g. English and French theatrical productions. Learners' views are also sampled as part of a focus on learning and teaching experiences with in depth feedback being gathered through the Taking a Closer Look process. Learners provided rich feedback which faculties have incorporated into their Faculty deliver plans for this year All learners with ASN are consulted regularly about their support and their views are sought re support plans both in planning meetings and informally. All learners meet with their Pupil Support teacher and their views about their learning and broader school experience are sought. Each session S1 learners evaluate their transition experience. Our leavers provide useful feedback to us in their leaver evaluation forms. Learner focus groups consulted on aspects of curriculum and learning and teaching through Taking a closer look process.. This feedback has resulted in significant improvement. Health and Wellbeing group consulted with learners about our approaches to anti bullying and learners devised workshops for the school community and are currently creating our new anti- bullying policy. Learners were consulted about their views and experiences of discrimination which has informed the work of the LGBT group. Learners' views were gathered through Pupilwise survey.</p>
<p>Parents</p>	<p>The Parent Council meets regularly and important issues affecting the school are discussed fully and acted upon. The school worked with the Parent Council to make links with the Parent Councils in the cluster primaries and with other Fife Secondary schools. Communication with parents has been increased. Information is communicated through ParentCall, Waid Matters, the school website and in Twitter and through the Expressive Arts Newsletter. Newsletters are sent home on a regular basis. Faculties communicate key information regularly to parents. Parents work collaboratively with school staff and partners to develop appropriate individual support plans. Parents welcome the open door policy of the School Leadership Team. A Pathways parents evening was held to explain developments in learners' journeys. The Rector holds parent engagement sessions in each of the cluster primaries. An additional P7 progression evening was continued following the progression visits to allow parents an opportunity to meet key staff and engage in a Q and A session with members of the Parent Council. This was used as an opportunity to engage new parents with the Parent Council. Each year group has one or two Parent/Teacher meeting. S1 parents are asked to complete an evaluation of the transition experience which is used to improve the experience. The Parent Council were consulted an shared in the development of our family learning programme.</p>
<p>Partners</p>	<p>We work collaboratively with a range of partners to improve the learning experience for our learners. Both statutory and voluntary support partners work effectively with the school to plan to meet the needs of individual "at risk" learners and to identify and support groups of learners. The 15+ learning choices group has a clear 16+ strategy which tracks all learners ensuring positive destinations. This group systematically identifies and supports all "at risk" learners and our partners work with us to ensure effective provision is in place. We work well with our associated primary schools to ensure progression is maintained at transition and our Health and Well Being transition has been enhanced through the collaborative cluster work resulting in almost all S1 learners achieving a Dynamic Youth Award. Families First provided a highly effective enhanced transition programme for some of our more vulnerable learners. Our S4 Employability programme in May is enhanced by the contribution of a number of partners. A significant number of local employers contributed to the work experience element of the course. The Fisheries Museum continues to provide high quality learning opportunities in conjunction with our social subject's faculty. St Andrews University has a significant impact on the learners who participate in the Science School, First Chances and Reach programmes. Our senior learners studying Sciences benefit from The Science Fair also offered in partnership with St Andrews University.</p>
<p>General</p>	<p>Parents, staff, learners and community and support partners have been consulted, through a planned programme of interactive workshops, about our vision for Waid Academy in 2020. The results of this consultation have informed our priorities for session 18/19 and beyond.</p>



How do we improve?



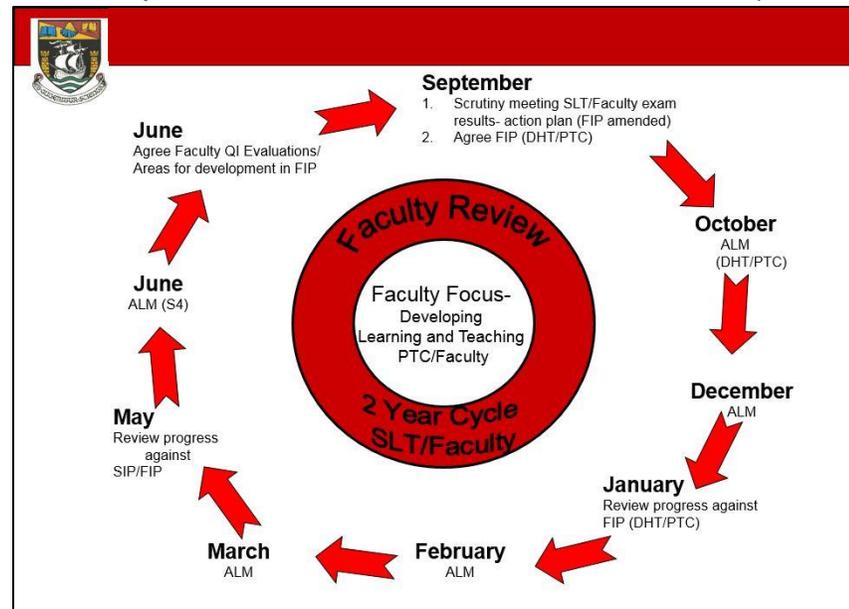
We have analysed our work, looked at best practice elsewhere and identified the areas to work towards

We have evaluated ourselves against the drivers identified in the National Improvement Framework (NIF)



Each of these aspects are involved in identifying the capacity for improvement in the school. A range of evidence has been used to develop this improvement plan

Our model incorporates the taking a closer look methodology highlighted in 'How Good Is Our school' HGIOS4



The Waid Academy Quality Improvement cycle 2017-18



Brief background of the school



The Waid Academy serves the coastal villages of the East Neuk of Fife. The Waid Academy is a non-denominational, co-educational, comprehensive secondary school with c 686 in session 2016/17. Within the premises alongside teaching rooms there is a suite of support rooms for learners with additional support needs including a Department of Additional Support (DAS) (5 smaller rooms for supporting smaller groups/individuals with additional support needs). The school is also open in the evenings and at weekends for Community Use.

Associated schools

The Waid Academy has eight associated schools

- Anstruther Primary School
- Colinsburgh Primary School
- Crail Primary School
- Elie Primary School
- Pittenweem Primary School
- St Monans primary School
- Lundin Mill Primary school
- Kirkton of Largo Primary School

Each community in the East Neuk is thus represented in Waid Academy which also serves as a Community Education and recreation centre for people of all ages in the area.

Alongside the associated primaries the school takes learners from other schools outwith catchment as placement requests. At present there are learners from 14 or more primaries. The School benefits from a number of placement requests

Accommodation

In June 2017 The Waid Academy moved into the new Waid Community Campus. The building has traditional classrooms, breakout spaces and open learning spaces. The Campus combines the Waid Academy with Community use, Community Learning and Development (CLD), Community Café, joint School and Public Library, Customer Services (previously known as the Local Office), Fife College delivery and Community Police drop in facility.

Staffing

The school was staffed in line with the appropriate staffing formula.

Staffing was as follows :

- Teaching staff (54.5 fte), Admin/Clerical (6.5), Business Manager (1), Technicians (3),
- Janitorial (3), Support Assistants (7), Teaching Auxiliary (0) and Visiting Specialist teachers in Music (8)

Key Improvement Priorities from session 2017/18	Evidence Statements	Outcomes for learners and improvements in learning/teaching
Developing the Curriculum <ul style="list-style-type: none"> • Review of S1-S3 Broad General Education (BGE) to develop challenge. • Differentiation within learning 	<ul style="list-style-type: none"> • Changes to BGE courses in response to learner feedback from TACL process • S3 Science to S3 Chemistry • New approach to S2 French Course • Increased differentiated approaches to learning in Maths 	<ul style="list-style-type: none"> • We have a clearer awareness of the issues around building appropriate challenge in BGE. • The S2 French course is meeting the needs of more learners • Pace of learning for S3/S4 learners who were studying Science has been improved. The S4 learners achieved additional units in Biology • Feedback to learners and parents based on diagnostic use of assessments in maths is supporting both differentiation and appropriate challenge in Maths
Raising Attainment <ul style="list-style-type: none"> • Tracking attainment for progression in BGE and Senior Phase (SP) 	<ul style="list-style-type: none"> • Robust tracking in place for senior phase. Clear processes in place (ALM calendar) to interrogate and use tracking to determine focus and nature of interventions • Effectiveness of interventions evaluated • Effective tracking in place at department levels for BGE • BGE/Senior phase tracking calendar and tracking reports. • Additional parents evenings in senior phase • TACL • Attainment Review 	<ul style="list-style-type: none"> • We have a good understanding of learners progression in the senior phase and targeted interventions are resulting in improved attainment for learners. • Learners and parents have a clearer understanding of progression in senior phase and recognise what their next steps in learning are. • We have explored all possible options for pupils at risk of not achieving all National levels. This has allowed us to maximise attainment so that each learner achieves 5 qualifications



Key Improvement Priorities from session 2017/18	Evidence Statements	Outcomes for learners and improvements in learning/teaching
2.3 Learning, Teaching and Assessment Embed Waid Learning Model.	<ul style="list-style-type: none"> • Faculties have engaged in shared learning around aspects of the Waid Learning Model. • New practice shared across the school • All faculties have evaluated themselves against the model and have clarity about next steps 	<ul style="list-style-type: none"> • The quality of plenaries have improved and learners are clearer about their learning • In social subjects, teaching for recall has been improved • In Maths and Social subjects teachers are more explicitly teaching Metacognitive skills • In BGE Science, learners are effectively developing group work skills through co-operative learning activities
Developing Digital Literacy across the school	<ul style="list-style-type: none"> • The ICT Group includes members from each Faculty, Technicians and Office Staff. The group works collaboratively in preparation for training for IT use and equipment within our digital school. • The ICT Group offer sustainable CPD sessions to staff Microsoft Office, Teams and Smartboards. We are also deliver Digital Literacy workshops to support both staff and pupils. 4 of our staff are MIE experts and trainers. The PTC have also engaged with training sessions from SDS and in Glow to support learners at home. 	<ul style="list-style-type: none"> • Digital learning has strengthened our learners experience in digital literacy. This has provided access to challenging content and improved feedback through formative assessment and opportunities for learning within and out with school. • We are improving our digital practice working with the Cluster Primary schools to increase digital learning transition. • We have successfully completed a pilot re Digital teaching of N5/H Computing in another school using virtual learning
3.2 Raising Attainment and Achievement Closing the attainment gap – to include promotion of equity and tracking achievement	<ul style="list-style-type: none"> • High quality planning in place for Pupil Equity Fund with a clear focus on building capacity in Literacy, Numeracy and health and wellbeing • PT Closing the Gap has supported learning and teaching approaches including conceptual numeracy in Maths • A range of well targeted and evaluated interventions in place for targeted groups and individuals • ALMS tracking in senior phase supports raising attainment 	<ul style="list-style-type: none"> • Tracking of learners included in targeted interventions using Pupil Equity Funding has resulted in improved engagement with learning. • Learner motivation in the maths targeted group is strong and good progress is being made • SQA data for S4/S5/S6 shows important strengths. S4 attainment in all measures continues to be very strong. • S5 % Highers shows a strong trend of continuing improvement • S6 in all Key Performance indicators is very positive



Aspects of the school's work it is especially proud of in session 2017/18



#WaidisProud

- Subject Achievement Awards allow staff to recognise and celebrate success with in curriculum areas. In the last academic session, **231** were awarded across the school. In Session 2017/18 prizes were awarded for a variety of achievements across the four contexts for learning. These include, academic excellence and achievement, competitive achievement and for personal achievement.
- Over the last academic session, School Colours were awarded in the fields of sport, music, citizenship and equalities. These recognise a young persons' commitment to an area and for representing the school at regional level and in competitions. School ties were awarded for representing the school and achievement on a national scale
- A large number of young people across the school achieve in a wide variety of sporting, musical and citizenship/cultural activities. These develop a variety of skills including team work, resilience, and a wide variety of personal skills.
- Our young people take part in a wide variety of expressive activities through our music, art and drama departments for example, String Group, Choir, Orchestra, jazz band and Wind band. In our concerts over 90 performers are on show. Many young people go on to perform in regional groups and achieve accredited Trinity Guildhall Music levels.
- Our aim to support all youngsters and to maintain them where possible in mainstream education saw a 0% exclusion rate for the fourth year.



Achievement

- A number of excursions took place in Session 2017/18 to support both curricular and extra-curricular activities. These form part of the totality of the curricular experience and both staff and pupils see the benefit of these to enhance learning.
- Learners were represented in the national final of the Inspire>Aspire competition which all S3 take part in. For the third year in a row one learner also achieved first place at national level (S3).
- In Session 2017/18 **32** buddies in S6 supported younger learners in S1 and S2 both in and out of class.
- Young people also have the opportunity to engage in global citizenship activities both in and out of school. Through a strong growing relationship with India, our international schools group allows young people to engage with others from across the globe. Through this and a strong citizenship element within the curriculum, young people have their established views challenged and they develop more tolerant attitudes towards people from different cultures
- In the last four years c 48 young people have taken part in World Challenge with 15 taking part in session 2017/18.
- Young people also regularly collect second hand books and make an annual donation to Books Abroad that seeks to support education in the developing world by supporting schools with donations of books.
- The school uses a variety of accredited award schemes to ensure that learners can have their achievements recognised through external accreditation.
- The school had 93.7% of its leavers in Session 2017/18 leave to go onto a positive destination.



Community

- Our links with Active Schools identifies that The Waid Academy has a high participation rate in extracurricular sporting activities in Fife with over 10+ activities. All learners have access to a wide range of house competitions that seek to develop young people's team work and social skills through competitive engagement. Sports such as football, netball, hockey, golf, rugby, basketball, athletics, cross country and parkour as well as dodge ball develop the young people's social skills and communication skills whilst working as part of a team.
- All S6 students engage in committee work through PSHE and RME to promote pupil leadership In the last academic session the school was again the largest contributors to the local food bank (S6 Core RME).
- Our YPI (Youth and Philanthropy Initiative) within the S5 Core RME Programme saw every student in S5 compete in school to achieve a £3000 grant for a chosen social issue charity of their choice. The winning charity (Alzheimer Scotland) received funding at a national event which the winning students attended.
- Through PSHE and whole school activities, the young people demonstrate a huge commitment to supporting local charities. In the year 2017/18 our young people have raised over £5000 for LEpra, MacMillan, CHAS, Love Oliver, Riding for the Disabled, Alzheimer Scotland, Toy Drive, Anstruther RNLI, East Neuk Frail Eldrely Project, Bowel Cancer UK, FEAT, Scotland's Charity Air Ambulance, Tayside Children with Cancer and Leukaemia, Save the Children and East Neuk First Responders. By supporting local charities our young people learn the skills of empathy and thinking about others (altruism).



Aspects of the school's work it is especially proud of in session 2017/2018

#WaidisProud

Some examples of the variety of Learners' experiences outwith the classroom

Book Fair	Heads/Deputes	Eco Schools	Isle of May visit	Saltire Awards	S1 STEAM talk	UK Maths Challenge	Toy Drive
Literacy Club	STEM Ambassadors	Fair trade	Farm visits	Model UN	STEM Days (P7,S1/S2)	Tenner Challenge	Bag it and Beat it
Theatre visits	House Captains/Vice	Beach cleans	Orkney visit	Safe drive, Stay alive	Rampaging Chariots	Citizenship Challenge	Shoe Box appeal
Creative writing club	Active Schools Ambassadors	Foodbank	Cadbury factory visit	Remembrance assemblies	S1 Crest STEM Awards	Food and Drink Challenge	Xmas Fayre
P7, S1, S2, S3 talk competitions	Health and Wellbeing Ambassadors	Health and Wellbeing day	Dreel Burn Studies	Xcell club	House competitions	UK Physics Challenge	Charities committee
Word Wizard	Media Ambassadors	S6 Conference	WW1 Battlefield trip	Lessons from Auschwitz	Top of the Form	Young Enterprise	CHAS
Anstruther Writing Awards	Arts Ambassadors	Green Flag status	Samye Ling visit	Day of languages	Young Musician (North East Fife)	Duke of Edinburgh Bronze/Silver	Youth and Philanthropy Initiative
Vocab Express	Dance leaders	Travel Plan altered	French Exchange	Onatti Theatre	Inspire Aspire competition	BAFTA Games Design	LEPRA
Broomlee P7 Transition Camp	Buddies – S6 working with junior pupils	Waid credit Union	Biology residential	Trinity Guildhall Awards	Employability Skills programme	UK Space Design	Fife and National Sports Awards
P7 2 Day visit	Peer mentors	Summer/Winter concerts	Euroscola – European parliament	Mary Leishman awards	British Council Connecting Classrooms	Climate Challenge	Active girls Afternoon
Dynamic Youth Awards	Student Congress representatives (Snr/Jnr)	National Burns competition	Anti bullying workshops	Fife Festival of Music	Parent Council work streams	Shakespeare Schools Festival	WE Day
ROAR Reading out at Reggie	Learner led assemblies	East Neuk Festival project	Active Schools visit to Sweden	First Chances with St Andrews University	Rotary Youth Leadership Award	World Challenge to Peru	British Heart Foundation
Waid Games Jam	Emergency First aid at work awards	Drama Showcases	Games Conference	Theatre visits	Rotary Debate	Foreign Affairs committee	Jeans for Genes
Equalities colours	Mental Health Art Exhibition	Rights Respecting Schools	Technology Disneyland Paris trip	Visits by MP and 2 MSPs	Foundation Apprenticeship event	House Foodbank Challenge	SRUC Ready Steady Cook
East Fife Sports Council award	Fife Literacy Quiz winners	Anti-Bullying week	Ski Trip to Utah	S1 Panto Trip	Scottish Fisheries Museum link with social subjects	Numerous sporting achievements	MacMillan coffee morning



HAS OUR SELF-EVALUATION LED TO IMPROVED OUTCOMES

School evaluation QI 1.1 Self-evaluation for self-improvement

Collaborative approaches to self-evaluation

- Our shared self- evaluation processes are strong and we regularly work together across the school community to appraise our strengths and areas for development ensuring we have a shared understanding of our improvement needs.
- We identify appropriate priorities for improvement and our whole school and departmental delivery plans result in improved outcomes for learners. We evaluate learning and teaching and learner progression on an ongoing basis.
- We regularly evaluate our partnership working with a range of partners.
- We have effective mechanisms in place to consult with learners and their views have directly influenced our actions informing change and improvement. We have a strong working partnership with parents and evaluate aspects of this partnership working in collaboration with the parent council.
- We now need to extend the range of opportunities for parents to participate in both formal and informal activities to support improvement and ensure that all faculties use feedback from learners to plan improvements.



Analysis and evaluation of intelligence and data

- We gather and collectively analyse data about the quality of learning and teaching and attainment and achievement.
- We have a culture which supports transparent and honest interrogation of data which focuses on solutions and avoids blame.
- Our analysis of data leads to well planned interventions to improve learner outcomes. We are focussed on gathering relevant and proportionate information to inform our understanding of where we are and this informs our actions for improvement.
- We evaluate all new initiatives to ensure that the intended outcomes are achieved. We work with our cluster and with schools across Fife to support our understanding of what works.
- Our monitoring and tracking is proportionate. It leads to well targeted interventions impacting positively on learner outcomes. We need to further develop our shared understanding of progression within BGE and ensure tracking at departmental level supports learner progression.



Ensuring impact on learners

- We can demonstrate that actions we have taken based on collaborative self- evaluation have led to improvements in learners' experience and in attainment.
- In particular, evaluative data gathered from learners' focus groups, which form a key strand of our Taking a Close Look at individual faculties, has led to improvement.



HOW WELL DO WE MANAGE CHANGE ?

School evaluation QI 1.3 LEADERSHIP OF CHANGE

Shared vision

- Waid Academy is a school which is rooted in its community and we have a very clear understanding of the social, economic and cultural context of our school and of our community. This awareness informs both our curricular planning and our planning for improvement.
- We work well in partnerships across the community to ensure a relevant and engaging experience for all.
- Within an inclusive, nurturing community we have high aspiration for the attainment and achievement of all learners and this informs our decisions at whole school and at individual learner level.
- We have a culture of dispersed leadership in school across staff and learners and leadership at all levels supports and embeds our vision and leaders across the school model the values which matter to our community.
- As we move into our new school we are engaging in a widespread collaborative review of our school vision to ensure that all stakeholders have a shared understanding and commitment.



Strategic Plan

- There is a strong alignment between our School priorities and our faculty priorities.
- Our priorities are underpinned by effective shared self evaluation and Faculty delivery plans, pt1 Delivery plans and SLT Delivery plans effectively progress the implementation of priorities for change.
- We are very aware of the need to manage the pace of change and we identify a limited number of key priorities for development. We take a long term view of planning for change and understand that real change needs to be embedded over time.
- When planning for improvement we ensure that there is a clear rationale in place and that the need for change is understood. All new initiatives are evaluated against outcomes for learners and we understand the iterative nature of the change process. Professional learning for staff is prioritised and supported through collegiate time.



Implementing Improvement

- We believe that continuous improvement is dependent on the quality of learning in our classrooms and that quality professional learning is an essential part of this process.
- We secure collegiate time to focus on professional learning to develop pedagogy.
- We are at the early stages of creating a culture of collaborative practitioner enquiry and have strong plans in place to further strengthen our approaches to developing pedagogical practice across the school.

DOES OUR CURRICULUM MEET THE NEEDS OF OUR LEARNERS?

School evaluation QI 2.2 Curriculum

Rationale and Design

- There is a clear rationale for the development of the curriculum based on the school values; maximising attainment, developing a very positive ethos, gaining positive destinations for all and taking account of the purposes and principles of Curriculum for Excellence in both Broad General Phase and Senior Phase.
- Our curriculum model is designed to ensure that all learners are provided with the entitlements.
- This has been the subject of consultation with staff, pupils and parents/carers. There is a commitment to flexible approaches, developing the 4 capacities and allowing for specialisation, progression and depth. Personalisation and choice are within subject areas in S1 and S2. Staff are developing assessment procedures to effectively track learner progression and skill development at all stages. Staff continue to work together to develop literacy, numeracy, health and wellbeing across the curriculum. Interdisciplinary projects are in place and these are evolving to encourage a more enterprising and challenging experience for pupils across all subjects. The S2 Climate Challenge inter disciplinary learning project was significantly altered to adopt a co-operative learning approach. The STEM P7 Transition days involved a cross section of departments and the STEM pupil Ambassadors work with departments and pupils to promote and share STEM themes. After achieving the outcomes our P7 Pupils continue to achieve STEM Crest Awards. There is still work to be done in developing a satisfactory IDL experience for S3 learners and we aim to develop IDL this session.
- Learning and teaching are at the core of curricular developments. There are areas of very good practice in terms of AifL strategies and active learning and plans are in place to develop staff confidence and consistency of practice. There will be a greater focus on clarity, coherence and consistency to ensure the curriculum is delivered effectively and promote the drive for numeracy and literacy across the curriculum. To support this the 'Waid Learning Model' is being implemented across faculty areas. We are also working across faculties to develop our skills framework within the BGE. We are continuing to look and develop the senior phase to provide more flexible vocational pathways and provide more opportunities for accreditation of pupil achievement and attainment



Development of the Curriculum

- Staff work with colleagues across the authority to review the curriculum and manage curricular change effectively. PTCs work in a collaborative manner with SLT to strategically plan whole school curricular developments. PTCs with responsibility for literacy, numeracy and health and wellbeing provide a more specific focus on the development of these key aspects of the curriculum.
- A teacher with a specific leadership remit continues to develop a DYW, Enterprise & Employability has had a positive impact on the development of specific aspects of the curriculum. Curriculum action plans for subject areas, literacy, numeracy, enterprise and assessment/achievement are regularly reviewed and their impact evaluated. Developments have been underpinned by improvements in pedagogy. A programme of CPD is in place for Probationer teachers.
- Effective CPD is organised to support staff to manage change and develop the curriculum. INSET days have focussed on CfE both in terms of curricular development and sharing good practice. The curriculum map was designed and developed by input from all departments, it continues to be reviewed and updated. Departments continue to work on the development of the senior phase and also review provision in the BGE in response to feedback from staff, learners and parents/carers and other quality assurance measures. This year departments are taking a closer look at the curricular levels and alignment of the Benchmarks within subject areas. The school offer overall provides a wide range of opportunities. We are working on improving the celebration, recognition and success of our learners wider achievement.



Learning pathways

- Personalisation and choice is embedded in S3 when learners study 9 subjects. Learners are offered a clear progression route through subject choice in S4,5&6. This is outlined in the course choice booklet and aided by our Pathways evening. This year we worked with the Parent Council and in Partnership with SDS to provide more detailed information to pupils and parents re pathways planning and exploring various alternative/flexible routes for our learners for their progression. We provided workshops to parents on SDS World for Work, CEOP, GLOW and Digital Literacy development within ASN. We have reviewed our Course choice Booklet with the PTCs and are working to enhance this.



Skills for learning, life and work

- There are targeted opportunities for individual and small groups to develop their skills for work and learning e.g. our employability programme in S4 which gives work experience opportunities. Many activities across the school enhance the curriculum in terms of enterprise, leadership and citizenship. We are also developing our School College Partnership with Fife College where some of our S5 Learners are involved in the Foundation Apprenticeship programme.
- Our 15+ group tracks those most at risk of a negative destination. Through our profiling process leading to the S3 profile learners are encouraged to reflect on and identify where the skills for learning, life and work are being delivered through their curriculum. These skills permeate the curriculum and staff are asked to take the opportunity on a regular basis throughout the year to highlight such skills in their faculty area. Our PSHE programme continues to inform and develop an understanding of these skills within the curriculum and in collaboration and support of our external partners.



Learning and engagement

- Across our school, almost all learners are confident, engaged and motivated.
- There is a strong , nurturing ethos underpinned by very positive relationships. In most classes learning is engaging and relevant. In S1/S2 we now need to ensure that appropriate differentiation and challenge is consistently embedded across learning.
- Our learners are responsible and confident and make valuable contributions across the school context and within the wider community. Many adopt leadership roles within school which impact positively on our community. We now want to extend Leadership opportunities in BGE
- We have mechanisms in place to gather their views and we act upon those views. We now need to ensure we provide feedback to learners illustrating how their views have informed our planning at both subject and whole school level.



Quality of teaching

- In almost all classes learners can articulate what they are learning and why.
- They can identify relevance in lesson content. We now need to further extend their understanding of the skills they are developing by embedding skills into learning intentions.
- Most learners demonstrate an understanding of the importance of skills for their future learning.
- Across most faculties there is effective use of tracking of individual learners' progress and teachers are developing their use of prior attainment to plan appropriately challenging lessons. Tracking of progress in BGE is an area of focus across the school.
- The quality of feedback to learners and learner use of feedback to inform next steps in their learning varies across the school and this is a focus for future development.



Effective use of assessment

- We use a range of assessment approaches to support our understanding of next steps in learning for individual learners.
- Within BGE we need to develop our shared understanding of the National Benchmarks and further develop a shared understanding of progression within curricular levels. This refreshing of our understanding of progression will support the further development of tracking within BGE. In the senior phase we take a proportionate approach to national assessments.
- We have an aspirational presentation policy and aim to maximise presentation for all. We use assessments to support learning and ensure that learners are well prepared and supported for assessments.



Personalised support

- We systematically gather evidence to evaluate how well tasks, activities, and resources meet our learners' needs through our Taking a Closer Look at individual faculties which includes learner feedback.
- An inclusive approach is taken towards learners' difficulties during teaching sessions and, in most classes, appropriate interventions are planned.
- We are aware that we need to further develop our learning and teaching approaches to ensure consistency across the school in meeting the needs of learners through appropriate differentiation and challenge.
- Staff have very good knowledge of pupils' strengths and weaknesses and use their classroom assessments to further support their understanding of learners' potential. For learners with additional support needs, learning profiles which incorporate teaching strategies are well used by staff to inform their approaches.
- The further development of our understanding of progression and tracking within BGE will further enhance our ability to meet learners' needs. Staff are aware of their role and responsibility in providing appropriate support for learners and seek advice and guidance to ensure needs are met.
- We now need to explore and agree how to make best use of the SNSA data for P7 and S3.
- There are very strong links with associated primaries and information about learners is used to create S1 learning profiles which allow staff to plan appropriately for progression from P7 to S1.
- We evaluate all new resources against pupils' learning needs and in some classes learners' evaluations are used to improve resources.
- Very good opportunities are in place for professional dialogue between pupil support staff and subject staff to promote an inclusive learning environment for learners. For almost all learners, their entitlement to effective support is delivered by all staff within the classroom and across the school community. Positive relationships are a key feature of interactions across the school and staff know learners well as individuals. Principal Teachers Pupil Support are the key adults in school who support learners to identify their strengths and plan for choices and change. We are improving the PSHE to ensure coherence and progression from S1-S6. Lessons are focussed on the Shanarri indicators.
- Principal Teachers Pupil Support also work with staff, parents and learners to identify learners who require additional support and plan effectively to meet their needs. We plan to meet the needs of learners in a holistic way and use the principles of GIRFEC to support effective, child-centred plans. Planned interventions are leading to positive outcomes for many vulnerable learners
- We work with our learners to identify positive destinations for all. Those who are at risk are identified and managed through the multi agency 15+ school group in line with the 15+ school policy and procedural guidelines.

Inclusion and Equality

- We aim to be a caring, nurturing community and to be truly inclusive.
- We have effective systems in place to allow us to minimize exclusion from school.
- We know our learners well and actively seek to identify and address barriers to learning. We monitor and track the progress of vulnerable individuals. We have extended our continuum of support to enable us to create a highly individualized curriculum for learners with the most complex needs. The quality of this provision is evaluated on an ongoing basis.
- We are further developing our understanding of our attainment data to identify the nature of the equity gap in our school and will use our newly created PT1 Closing The Gap Teacher is allowing us to track those affected by poverty and offer a range of interventions in collaboration with a range of partners. We are also building capacity in Literacy and Numeracy to meet the needs of those furthest from achievement.
- Our Citizenship programme and our PSHE programme aims to address issues of equality and our learner led Health and Well Being group are working on identifying issues of equality relevant to our context.
- We have worked in partnership with the Parent Council to review the cost of the school day.

TO WHAT EXTENT HAVE WE RAISED ATTAINMENT AND ACHIEVEMENT?

School evaluation QI 3.2

Raising attainment and achievement

Attainment in literacy and numeracy

- S4 attainment in Literacy and Numeracy at N3, N4 & N5 has steadily increased over the last 3 years. In particular there has been a significant increase from 2015 (N4 - 96.21% & N5 - 53.03%) to 2017 (N4 - 95.61%/ N5 - 59.65%) to 2018 (N4 - 93.8%/ N5 - 63.57%) and are all above Fife and National.
- In S4 Literacy at N4 there has been a steady increase over a 3 year period and N5 has seen a significant rise from 2015-2018 above Fife and National.
- In S5 Numeracy there has been an improving trend at N5 over the last 3 years from 2015 to 2018.
- In S5 Literacy at N5 there has been an improvement from 2015 - 2018 and is greater than our Virtual Comparator
- In S6, Literacy and Numeracy at N5 increased from 2015 -2018 and is greater than Fife and National.
- S3 Levels of attainment in Literacy and Numeracy continue to be in line with expectations



Attainment over time

- Attainment over time from prior levels of attainment –
- In S4 performance at N3, N4 and N5 is extremely strong. We are performing above VC, Fife and National.
- In 2018, our S5 learners attained above VC for 1 Higher and at 5 Highers we have seen an increase of 9% in the last 5 years.
- S6 Attainment in 2018 learners attained above VC for 3 Highers and 5 Highers and at Advanced Higher our attainment continues to be extremely strong (performing well above VC for 1 Advanced Higher
- There is a robust tracking system in place which focusses on learner conversations and planning interventions to support attainment. There is an aspirational presentation policy for all learners.



Overall quality of learners' achievement

- Attendance is at its highest for the last 5 years and is well above Fife average.
- There is an ethos of inclusion in the school and there have been no 'Exclusions' for over a 5 year period.
- Almost all learners are successful and confident and demonstrate responsibility for their learning
- Learners make a significant contribution to the life of the school and are actively involved in the wider community.
- We are working with CLD re accreditation for Learners who achieve in extra/wider curricular activities.



Equity for all learners

- We know our learner's well and learning needs are identified. We actively seek to remove or minimise barriers to learning.
- We have had a focus on conceptual Maths and Literacy in S1/S2.
- We are also working with Faculties to review subjects with the potential of increasing alternative course opportunities for Learners to achieve additional qualifications e.g. Maths are doing Personal Finance units.
- We are widening the scope of digital Literacy across the curriculum developing accessibility within the OCC and Additional Support.
- We achieved our highest ever positive destination figure with 97.52% above Fife, National and VC
- There has been a steady improvement in positive destinations over the past 4 years.
- Staying on rates in school are high. In session 2017-2018 94 % of S4 stayed on in school, in S5 78% stayed on in school.
- Our learners moving to Further Education (23.14%) has improved and is above our Virtual Comparator
- Those moving on to Higher Education (48.76%) is significantly above Virtual Comparator, Fife and National.
- Those going straight into employment (23.14%) is above VC, Fife and National
- We track the progress of vulnerable learners and additional support is in place to ensure effective post school transitions for all.

Three year overview for Improvement Priorities and coverage of Quality Indicators Statutory requirement

2017-18

- 1.1 Self-evaluation for self-improvement
Further embed self evaluation to include learner voice
- 1.3 Leadership of change
Transition to new learning environment
- 2.2 Curriculum
Further development of BGE and Senior Phase options
- 2.3 Learning, Teaching and Assessment
Implementing Waid Learning model fully, enhanced by technology and alternative learning spaces
- 2.4 Personalised Support
- 3.1 Improving wellbeing, equality and inclusion

2018-19

- 2.2 Curriculum**
Continue to review Broad General Education (BGE) phase courses and associated assessments, benchmarks and reporting
- 2.2 Curriculum** Introduction of New Higher Courses
Evaluation of changes to N5
- 2.3 Learning, Teaching and Assessment**
Evaluate the use of the Waid Learning Model and identify development area.
- 3.2 Raising Attainment and Achievement Closing the Gap.**
Development of the Pupil Equity Fund initiative to increase attainment of the lowest 20%

2019-20

What is our capacity for improvement?

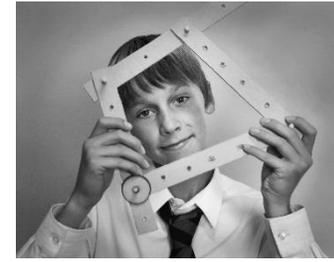
Leadership and management	Learning provision	Successes and achievements
How good is our leadership and approach to improvement?	How good is the quality of the care and education we offer?	How good are we at ensuring the best possible outcomes for all our learners?
1.1 Self-evaluation for self-improvement	2.1 Safeguarding and child protection	3.1 Improving wellbeing, equality and inclusion
1.2 Leadership of learning	2.2 Curriculum	3.2 Raising attainment and achievement
1.3 Leadership of change	2.3 Learning, teaching and assessment	3.3 Increasing creativity and employability
1.4 Leadership and management of staff	2.4 Personalised support	
1.5 Management of resources to promote equity	2.5 Family learning	
	2.6 Transitions	
	2.7 Partnerships	

To be confirmed



Improvement Priority linked to QIs 2018/19	Expected outcome/impact	Responsible person	How will the priority be monitored and measured	Evidence of improvement and impact gathered throughout 2018/19			
				Term 1	Term 2	Term 3	Term 4
2.3 Learning, Teaching and Assessment Evaluate the use of the Waid Learning Model and identify development area.	Faculties will have implemented core consistencies which deliver high quality learning experiences across the school.	<ul style="list-style-type: none"> SLT/LT 	<ul style="list-style-type: none"> Minutes of Faculty Professional Learning time meetings Through Faculty Delivery Plan meetings and progress updates Through school TAOL calendar Learner focus groups Discussion in LT meetings 				
2.2 Curriculum Continue to review Broad General Education (BGE) phase courses and associated assessments, benchmarks and reporting	Assessments of progress in BGE are reliable and robust and aligned to benchmarks Accurate tracking of learner progression in BGE results in appropriately differentiated challenge. In BGE, learners will consistently engage in meaningful learning conversations about the development of skills for learning, life and work including digital learning	<ul style="list-style-type: none"> SLT/LT 	<ul style="list-style-type: none"> Through Faculty Delivery Plan meetings and progress updates Minutes of Faculty Meetings Discussion in LT meetings 				
2.2 Curriculum Introduction of New Higher Courses Evaluation of changes to N5	Through engagement with SQA US events staff will effectively incorporate changes to Higher and improve attainment at level 6 in particular for 1 at level 6 and 3 at level 6. Raising Attainment action plans will result in maintaining improvement trend at Level 5 in S4.	<ul style="list-style-type: none"> SLT/LT 	<ul style="list-style-type: none"> Through Faculty Delivery Plan meetings and progress updates Discussion progress meetings re RA action plans. Discussion in LT meetings ALMS meetings 				
3.2 Raising Attainment and Achievement Closing the Gap. Development of the Pupil Equity Fund initiative to increase attainment of the lowest 20%	Improvement in attainment for all learners in literacy, numeracy and health and wellbeing. At risk learners identified and interventions implemented to ensure every learner in S4 achieves a course award in all entered courses Identify S5/6 at risk Higher candidates and plan early interventions to maximise attainment at Higher.	<ul style="list-style-type: none"> SLT/LT 	<ul style="list-style-type: none"> Discussion through LT meetings Action plan progress update PEF action plan progress update BGE attainment scrutiny Tracking calendar SFL tracking meetings BGE tracking data SQA Attainment data 				

Quality Indicator Evaluations	2012/2013		2013/2014		2014/2015		2015/2016	
	School		School		School		School	
1.1 Improvements in performance	Level:	Very Good	Level:	Good	Level:	Good	Level:	V Good
2.1 Learners' experiences	Level:	Very Good	Level:	Very good	Level:	Very Good	Level:	V Good
5.1 the curriculum	Level:	Very good	Level:	Good	Level:	Good	Level:	Good
5.3 meeting learning needs	Level:	Very Good	Level:	Very good	Level:	Very Good	Level:	V Good
5.9 improvements through self-evaluation	Level:	Good	Level:	Good	Level:	Very Good	Level:	V Good
5.2 teaching for effective learning	Level:	Good	Level:	Good	Level:	Good	Level:	Good
9.4 leadership of improvement and change	Level:	Good	Level:	Good	Level:	Good	Level:	V Good



Quality Indicator evaluations	2016/17		2017/18	
	School		School	
1.1 Self-evaluation for self-improvement	Level	Good	Level	Good
1.3 Leadership of change	Level	V Good	Level	V Good
1.4 leadership and management of staff	Level	Good	Level	Good
2.1 Curriculum	Level	Good	Level	Good
2.3 Learning, Teaching & Assessment	Level	Good	Level	Good
3.2 Raising attainment and achievement	Level	Good	Level	V Good

The evaluations above for 2015/16 are based on the Quality Indicators from HGIOS3 as the priorities for this session were set before HGIOS4 was in use. Evaluations for this session 2017/18 are based on HGIOS4 as the priorities have been set under HGIOS4 Quality Indicators.

