

Tutor Time, School Day/Week, and S3-S4 Curriculum Model Discussion

Parent Council Meeting

What do we wish to discuss?

- Tutor Time
 - Should this continue? If so, what should be its purpose? Which form should it take? What activities should be delivered in this time?
 - Should this be discontinued? If so, how do we overtake the activities we currently overtake at Tutor Time? What do we do with the 50 minutes of our school week currently assigned to Tutor Time?
- Timings of the School Day/Week
 - If we make any changes to Tutor Time, how would this affect the school day/school week (start/end times)?
- Curricular Model in S3-S4
 - How effectively does our S3-S4 curricular model (including our course choice processes) support pupil welfare, learning and teaching, and attainment?

Why do we wish to discuss this?

- Tutor Time
 - At the moment, Tutor Time is not as well-attended (we experience a significant degree of late-coming) or highly-valued as other lessons.
 - Tutor Time accounts for 50 minutes (5 x 10 minute periods) of our school week, and we may wish to consider how effectively and productively this time is currently being used.
- Timings of the School Day/Week
 - If a school makes any changes to its school day/week, this may impact upon different stakeholders (pupils, staff, families, partners, local residents and services) in a variety of ways, so it is important that we fully understand the implications.
- Curricular Model in S3-S4
 - We want to ensure that S3 pupils – still engaged in the Broad General Education – are accessing the appropriate **breadth** in their curriculum;
 - We want to raise attainment in S4 by ensuring young people have the best possible chance of undertaking the **depth** of learning required;
 - We want to raise attainment in S5 by having more young people begin from a highest possible “starting point” (i.e. the best possible S4 attainment).

Progression from S4-S5

Some Thoughts to Consider

- At Bellahouston Academy, pupils currently select 8 (6 for GSOS pupils) options choices in S3-4 and 5 (either 3 or 4 for GSOS pupils) subjects in S5.
- Think about how pupils achieving the different sets of S4 results below might engage with the S5 course choice process.
 - 8 National 5s (3 x A, 3 x B, 2 x C)
 - 5 National 5s (5 x A)
- Nationally, S5 pupils stand a better chance of achieving the Higher in a particular subject if they are achieving As or Bs in National 5 the previous session.
- However, pupils will also want the course choice process to offer a *genuine **choice***; they may not wish to progress with a particular course from S4 into S5, and may want to concentrate on the subjects they particularly value (and do best in).
 - 8 National 5s (3 x A, 3 x B, 2 x C). This pupil may find it hard to convert their Nat 5 C passes into Higher passes the following session; they may wish (and would be advised) to focus upon the subjects where they achieved A and B passes. They would probably choose 5 of their 6 A-B passes to progress with in S5
 - 5 National 5s (5 x A) This pupil has a good opportunity to convert these Nat 5 A passes into Higher passes the following session; however they have no real choice about which subjects to take forward, as they would need to progress with the same five as S4.

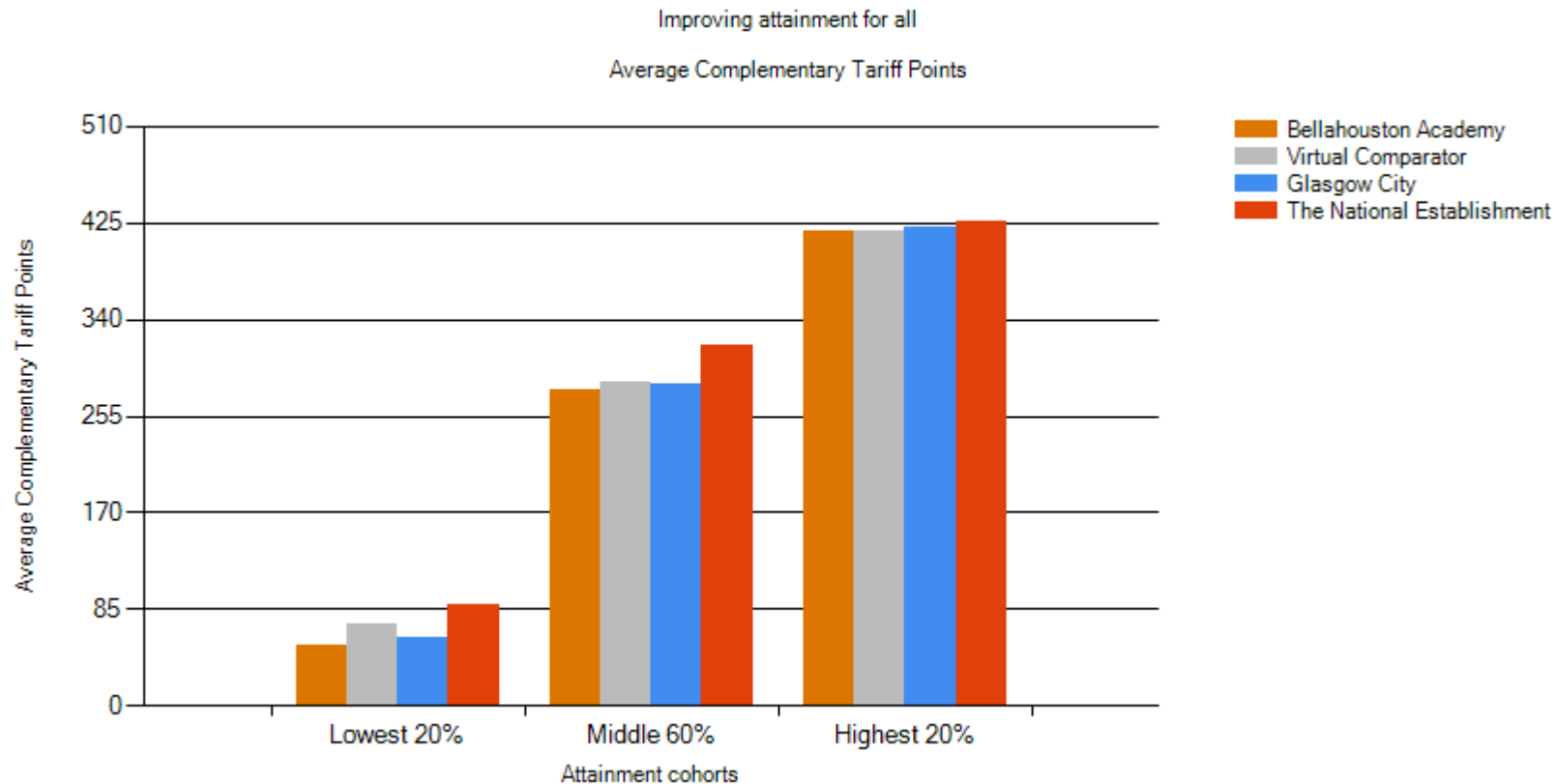
S4 Attainment - 2024

These figures are taken from Insight, an online tool which allows schools across Scotland to analyse attainment and undertake subsequent improvement planning.

Each course/unit achieved by a young person earns them tariff points.

The graph pictured on the left splits the year group of roughly 200 pupils into three sections: the highest attaining 20%, the middle 60%, and the lowest attaining 20%.

The orange line identifies the Bellahouston Academy figure. The grey line is the most useful one for comparison, as it represents our Virtual Comparator. The Virtual Comparator compares our pupils' attainment to the attainment of very similar pupils in various schools across Scotland.



S4 Attainment

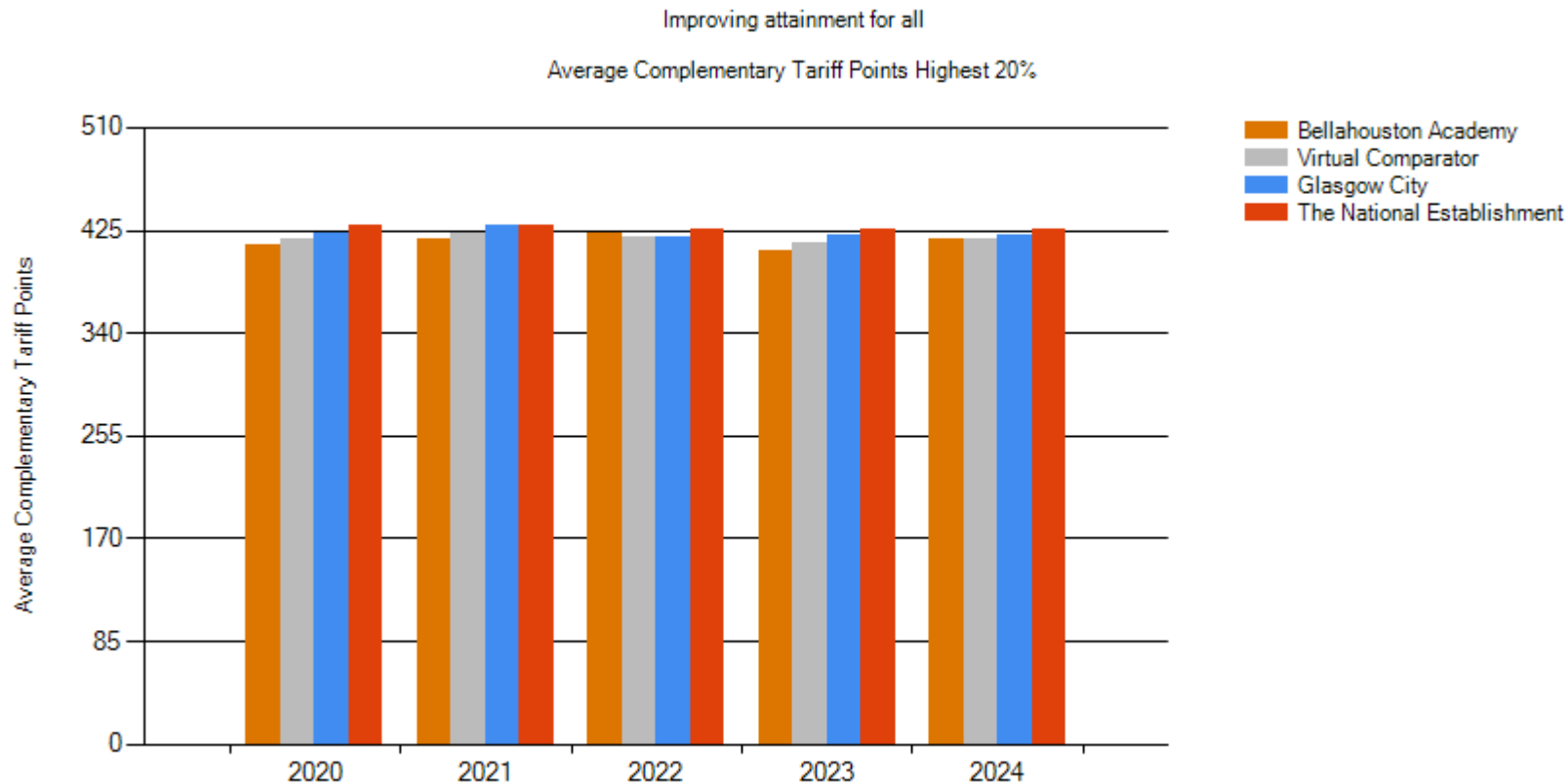
Highest Attaining 20% Over Time

These figures are taken from Insight, an online tool which allows schools across Scotland to analyse attainment and undertake subsequent improvement planning.

Each course/unit achieved by a young person earns them tariff points.

The graph pictured on the left shows how the **highest attaining 20% of our S4 pupils** have performed over the last few years. 2020 and 2021 are less helpful comparisons, as pupils did not sit SQA exams in those years, due to Covid-19.

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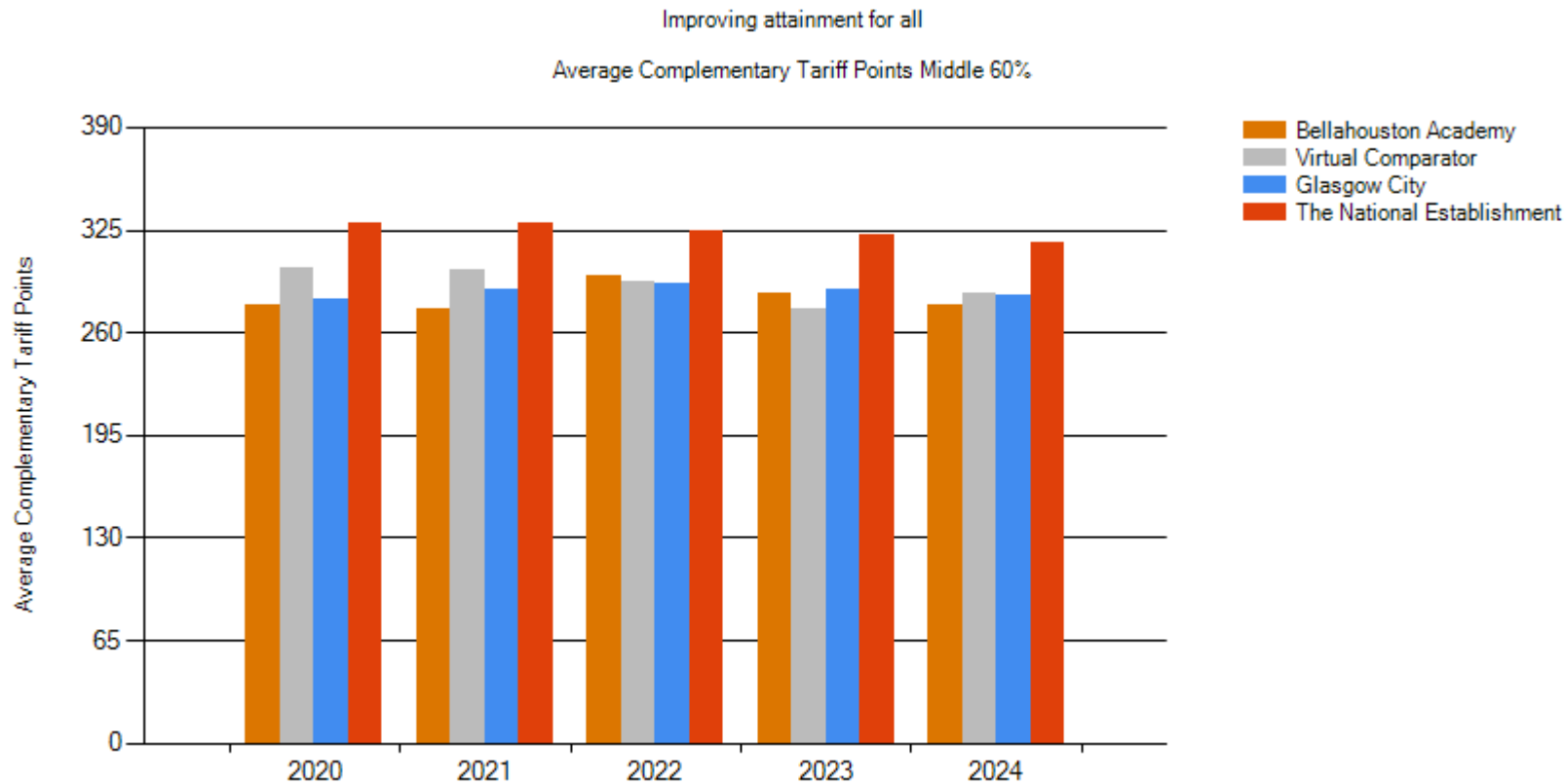
S4 Attainment Middle 60% Over Time

These figures are taken from Insight, an online tool which allows schools across Scotland to analyse attainment and undertake subsequent improvement planning.

Each course/unit achieved by a young person earns them tariff points.

The graph pictured on the left shows how the **middle 60% of our S4 pupils** have performed over the last few years. 2020 and 2021 are less helpful comparisons, as pupils did not sit SQA exams in those years, due to Covid-19.

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S4 Attainment

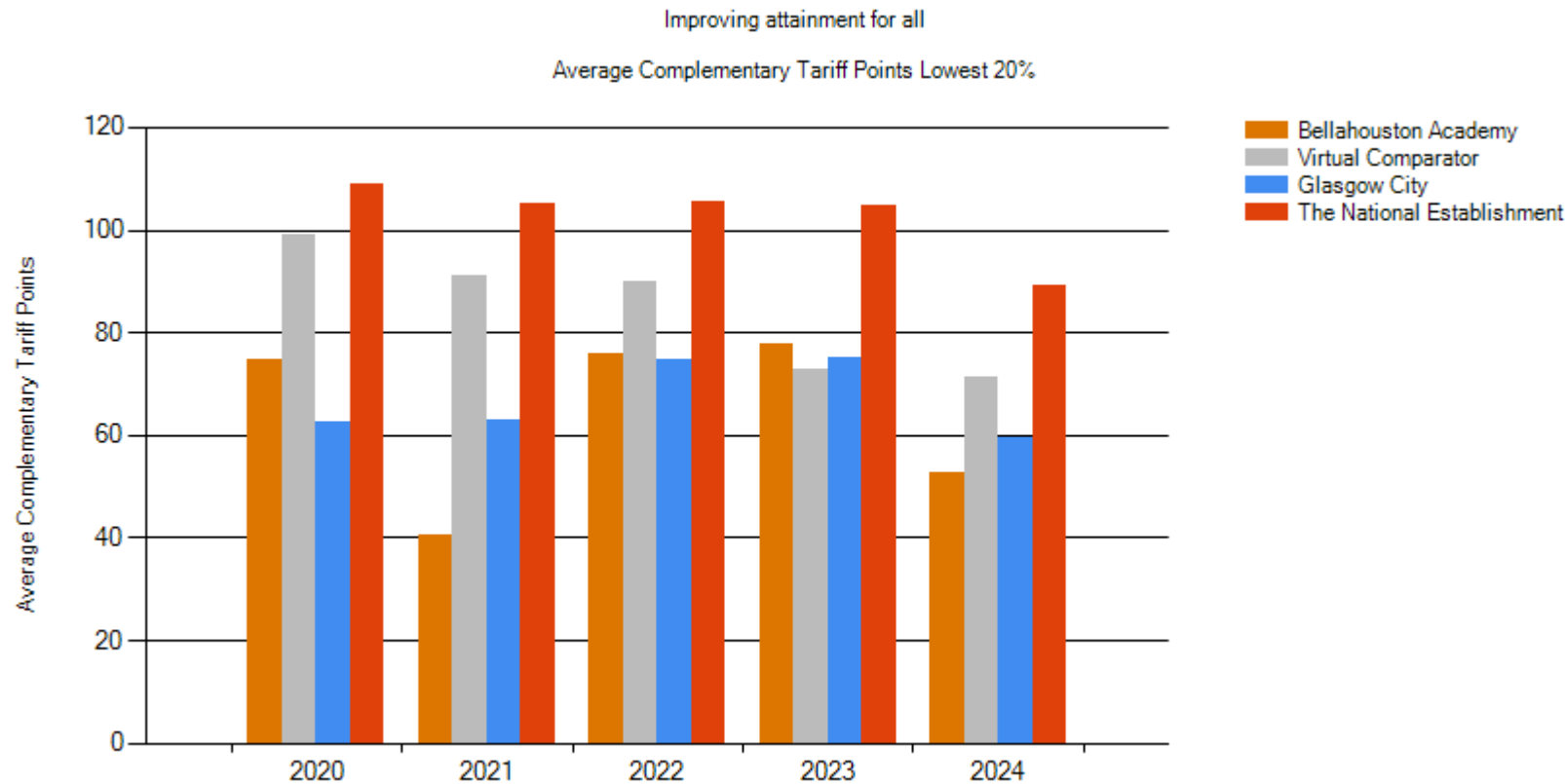
Lowest Attaining 20% Over Time

These figures are taken from Insight, an online tool which allows schools across Scotland to analyse attainment and undertake subsequent improvement planning.

Each course/unit achieved by a young person earns them tariff points.

The graph pictured on the left shows how the **lowest-attaining 20% of our S4 pupils** have performed over the last few years.

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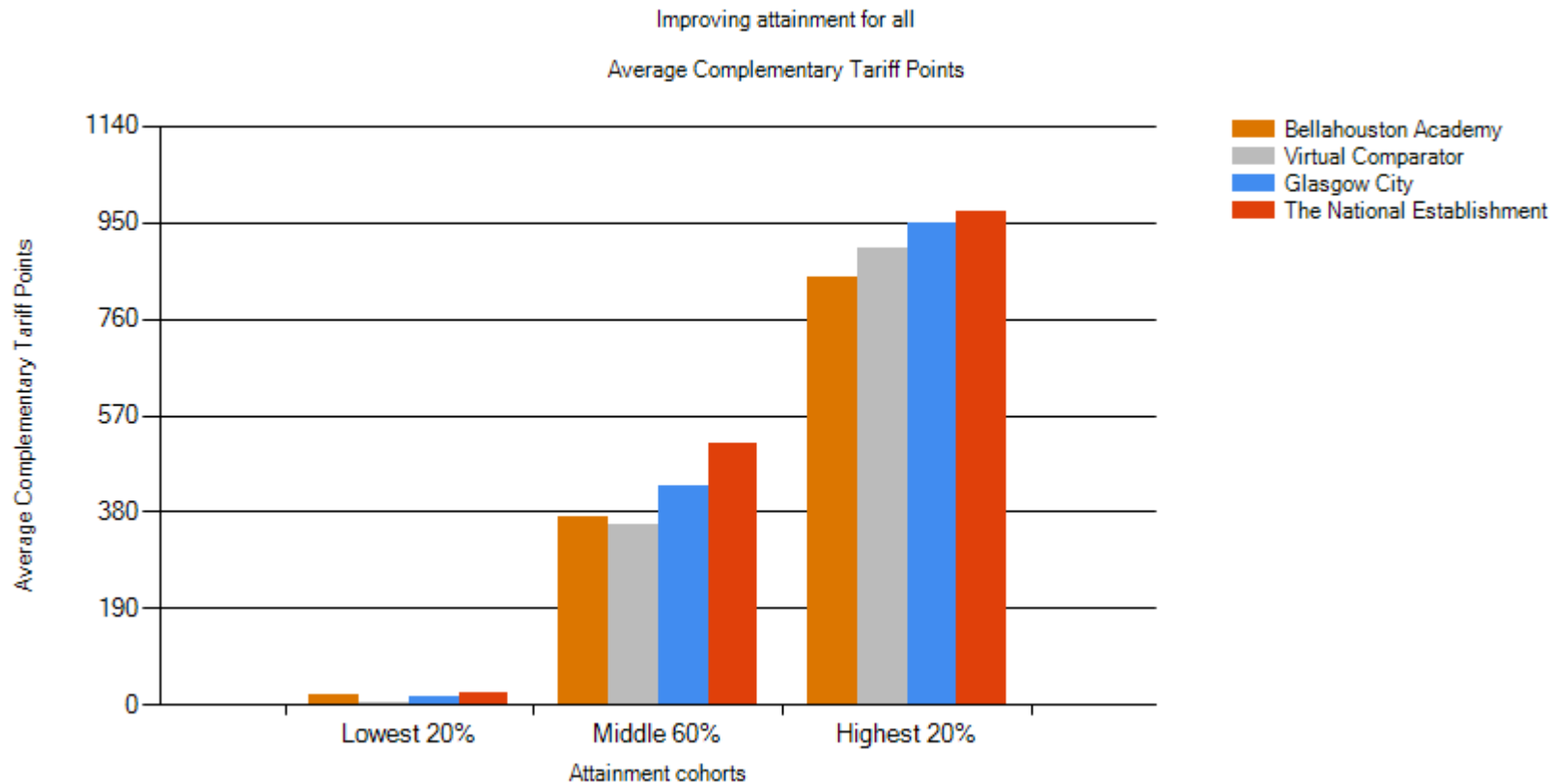
S5 Attainment - 2024

These figures are taken from Insight, an online tool which allows schools across Scotland to analyse attainment and undertake subsequent improvement planning.

Each course/unit achieved by a young person earns them tariff points.

The graph pictured on the left splits the year group of roughly 180 pupils into three sections: the highest attaining 20%, the middle 60%, and the lowest attaining 20%.

The orange line identifies the Bellahouston Academy figure. The grey line is the most useful one for comparison, as it represents our Virtual Comparator. The Virtual Comparator compares our pupils' attainment to the attainment of very similar pupils in various schools across Scotland.



S4 Attainment

How Many and Which Qualifications Do Pupils Achieve?

- Our S4 curriculum model means that pupils undertake 8 subject choices (or 6 for GSOS pupils).
 - Some pupils do not necessarily undertake or achieve qualifications in all 8 subject choices. Reasons for this include:
 - Glasgow School of Sport pupils only undertake 6 subject choices;
 - Some pupils do not achieve a passing grade in SQA assessments;
 - Some pupils (for reasons related to wellbeing, attendance or additional support needs) have bespoke timetables involving fewer subjects;
 - Some pupils are engaged in part-time college or vocational courses which means they are in school for only part of the week, so are presented for fewer school subjects;
 - Most undertake qualifications at level 5 (e.g. National 5) and/or level 4 (e.g. National 4), depending on the progress they have made by the end of S4.

S4 Attainment

How Many and Which Qualifications Do Pupils Achieve?

- Looking at the level of the best 5 qualifications achieved by a learner in S4 may give us some impression of how manageable they are likely to find the progression to their 5 (more challenging) S5 courses.
 - For instance, over the last 3 sessions:
 - 72.8% of S4 learners achieved 5 or more qualifications at level 4;
 - 42.4% of S4 learners achieved 5 or more qualifications at level 5.
- If we can continuously improve the number and quality of passes achieved by S4 learners, we give them the best possible chance of engaging and achieving positively in S5. As a school, we have a high “stay-on” rate from S4-S5; over 90% of our S4 learners remain with us at the beginning of S5.
- The number of subject choices made and qualifications undertaken by young people in S4 will differ across schools; some schools will have pupils choose more or fewer subjects than others.
- The points at which subject choices are made will also differ across schools; at Bellahouston Academy, pupils make choices at the beginning of S3 and continue with the same choices into S4. Other models at different schools may involve pupils making choices at different stages, or making choices at multiple points across S2-S4.

S4 Attainment

How Many and Which Qualifications Do Pupils Achieve?

There are potential advantages and disadvantages of pupils undertaking either more or fewer subjects in S4; some are outlined in the table below.

More Subjects	Fewer Subjects
More curricular breadth and choice?	Less curricular breadth and choice?
Less time in each of their S4 subjects?	More time in each of their S4 subjects?
More choice regarding which subjects to “drop” at the end of S4?	Less choice regarding which subjects to “drop” at the end of S4?
A greater workload/assessment burden for pupils?	A lesser workload/assessment burden for pupils?

It is very possible that there will be a range of different views on which of the above issues are most significant, and which of the above arguments are most persuasive when considering the number of qualifications young people should undertake in S4.

Some Further Considerations for Discussion

- Scottish Government Guidance (Building the Curriculum) in relation to the Broad General Educations (S1-S3) grants learners an entitlement to experiences in all 8 curricular modes.
- The adapted curriculum undertaken by GSOS pupils (currently 6 choices in S3 and S4, and 3-4 choices in S5-S6) means that the impact of any potential changes on these pupils needs to be fully considered.
- Our young people in S4 have different strengths, needs and aspirations and **all** are equally significant to us; we want **all** of them to feel that the curricular experiences they have at Bellahouston Academy are purposeful, and the outcomes they achieve reflect their very best potential.