Our school is a six-year, non-denominational, comprehensive school located in the Westwood area of East Kilbride. We are part of the Duncanrig Learning Community, which comprises Duncanrig, our associated primary schools, early years partners and bases that provide specialist additional services. Our school also houses a Communications Support Base (CSB) for children with Autistic Spectrum Disorders. The base is a council-wide resource and pupils are accepted into the unit through council referral systems.

The school has a current roll of approximately 1600 pupils of whom approximately 13% receive free school meals. The school has a Head Teacher, 7 Depute Head Teachers, 24 Principal Teachers, 90 class teachers, a Chartered Librarian, 15 school support assistants and 7 office staff.

As part of South Lanarkshire Council’s investment in improving school buildings, our new school was built and opened in August 2007.

Duncanrig Secondary is a school where everyone is provided with opportunities to achieve their full potential. We are a school in which there is openness, equality, fairness, trust and mutual respect, a school in which there is participation and involvement, where there is a sense of belonging and ownership, recognition for effort, contribution and a celebration of achievement and success. We have achieved Rights Respecting School status.

At Duncanrig we strive to provide a safe and secure learning environment that gives all young people an equal opportunity to fulfil their potential and prepare them for life after school. Working in partnership with parents and others, we encourage all pupils to become:

**Successful Learners** – who take responsibility for their own learning and self-development.
**Confident Individuals** – who have a high self-esteem and value their own worth.

**Responsible Citizens** – who show respect and care for each other and their community.

**Effective Contributors** – who make a positive contribution to society and the world of work.

We strive to achieve, recognise and celebrate individual and collective success.

We have a wide and varied range of extra-curricular activities and we encourage all children to participate and develop new interests and skills in their lives. These activities are also important in developing our school’s sense of community, building positive relationships between staff and pupils, and providing an opportunity for young people to experience success across a wide variety of contexts for learning. They also provide an opportunity for many young people to take and gain experience of responsibility and leadership. Our activities beyond the classroom include: pupil council, music and drama, public speaking and debating, radio and media, cookery, jewellery, science, engineering and technology, fundraising, mentoring and buddying, and a wide variety of sports. We are a Sport Scotland Gold Award winning school.

We achieved a very positive HMIE Inspection Report following our inspection in January 2017. We are justifiably proud of the positive comments contained therein.
The National Context for Education

The National Improvement Framework (NIF) for Scottish Education sets out the Scottish Government’s vision to continually improve Scottish Education and to close the attainment gap, delivering both excellence and equity. Our school, working in partnership with South Lanarkshire Council is fully committed to delivering these ambitious aims.

The key priorities of the National Improvement Framework are:

- Improvement in attainment, particularly in literacy and numeracy
- Closing the attainment gap between the most and least disadvantaged children
- Improvement in children and young people’s health and wellbeing
- Improvement in employability skills and sustained, positive school leaver destinations for all young people

Key drivers of improvement have also been identified, these are:

- School leadership.
- Teacher professionalism.
- Parental engagement.
- Assessment of children’s progress.
- School improvement.
- Performance information.

South Lanarkshire Council’s overall vision is to “improve the quality of life of everyone in South Lanarkshire Council.”

Education Resources’ key purpose is to:

“Raise achievement and attainment, inspire learners, transform learning and work in partnership to strengthen our communities”

The priorities relating to this are:

- Deliver high-quality early learning and childcare to give our children the best educational start
- Raise standards in literacy, numeracy and close the poverty-related attainment gap.
- Improve health and wellbeing to enable children and families to flourish.
- Support children and young people to develop their skills for learning, life and work.
- Ensure inclusion and equality are at the heart of what we do.

Our school is committed to taking these priorities forward and developing each driver through our annual School Improvement Plan (SIP.)
Assessment of children’s progress throughout the Broad General Education (to end of S3)

As one of the drivers, our school, alongside all schools in Scotland, has been required to report on Curriculum for Excellence levels for literacy and numeracy achieved by all children at the end of stages P1, P4, P7 and S3. This data is submitted to South Lanarkshire Council in June each year and collected subsequently by the Scottish Government. This data is based on teacher judgement, informed by a wide range of assessment evidence including standardised testing where appropriate. As from session 2016/17 all schools in Scotland will be required to participate in the new Scotland National Standardised Assessment (SNSA) project. This will further help inform teacher judgement of levels.

The following table shows benchmarks for children achieving Curriculum for Excellence Levels.

<table>
<thead>
<tr>
<th>Level</th>
<th>Stage covering 3 years approx.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early</td>
<td>The pre-school years and P1, or later for some.</td>
</tr>
<tr>
<td>First</td>
<td>To the end of P4, but earlier or later for some.</td>
</tr>
<tr>
<td>Second</td>
<td>To the end of P7, but earlier or later for some.</td>
</tr>
</tbody>
</table>
| Third and Fourth | S1 to S3, but earlier for some.  
The fourth level broadly equates to Scottish Credit and Qualifications Framework level 4.  
The fourth level experiences and outcomes are intended to provide possibilities for choice and young people's programmes will not include all of the fourth level outcomes. |
| Senior phase     | S4 to S6, and college or other means of study.                                                 |

Some children and young people will start learning at these levels earlier and others later, depending upon individual needs and abilities. Many children not attaining National Levels will have an Additional Support Plan (ASP) and may be making good progress but against different milestones e.g. individual targets. Learning progress is not about how fast children move through the levels but about ‘how much’ and ‘how well’ children learn, having depth and breadth of experiences at each level.

Assessment of these levels is based on a wide variety of evidence and ways of measuring progress such as assessment of projects, general class work, observations and peer assessment. Where possible, children and young people are encouraged to be directly involved in the assessment process.

Schools and teachers work with others to set shared standards for assessing progress. These standards are based on National “benchmarks” for each area of the curriculum. This process is called moderation and it ensures that schools have similar expectations.
Assessment of children’s progress throughout the Senior Phase (S4-S6) including success of securing Positive Destinations beyond school

The senior phase, which takes place from S4 to S6 in schools and includes ages 16 to 18 out of school, is the phase when the young person will build up a portfolio of qualifications. It is the stage of education at which the relationship between the curriculum and National Qualifications becomes of key significance.

The senior phase enables young people to extend and deepen their learning and continue to develop skills for learning, life and work, through qualifications and also through a range of opportunities for personal development (for example work experience, volunteering etc.).

This stage supports young people in moving on to their post-school destination—whether that is college, university, training or employment.

Teachers will assess senior phase courses and units at National 1 (SCQF level 1) to National 4 (SCQF level 4). SQA will verify the assessments to make sure they meet national standards. Courses at National 5 (SCQF level 5), Higher (SCQF level 6) and Advanced Higher (SCQF level 7) levels will still include work that is assessed by teachers and lecturers, but learners will also have to pass a Course assessment for these qualifications – usually a question paper and/or coursework that will be marked by the Scottish Qualifications Authority (SQA).

What follows is our school’s data showing levels of achievement within both the broad general education (using teacher judgement information) and senior phase (using results of National Qualifications).
Successes and Achievements

2017

The majority of pupils will be presented for course awards at National 4 (SCQF 4) or National 5 level (SCQF 5) in S4 and progress accordingly through S5 and S6. A small number of pupils will study some subjects at National 3 level and some young people may be studying at Higher level in S4.

Progress in secondary schools in Scotland is now measured using four National Benchmarking Measures and is based on information related to school leavers rather than cohorts. These four measures are:

1. Improving attainment in literacy and numeracy
2. Leaver initial destinations: Increasing post-school participation
3. Improving attainment for all: The Average Tariff Score
4. Attainment versus deprivation: Tackling disadvantage by improving the attainment of low attainers compared to high attainers.

The results achieved by pupils in Duncanrig Secondary School are compared to the results of a virtual comparator. Some results are also shown against an average of all South Lanarkshire schools as well as results nationally. A virtual comparator is determined by the Scottish Government selecting at random 10 pupils from across Scotland with a similar background to one of our pupils. This is done for every pupil in S4-S6 in Duncanrig Secondary. This enables a fair comparison with similar pupils nationally.

Raising Attainment and Achievement

During the Senior Phase, pupils will be presented for National course awards or units from courses in subjects of their choice. When pupils pass a National course or complete units, they are awarded points which, when added together, become their tariff score. The higher the level of course they sit, the more points they are awarded. The charts below show the average tariff scores achieved by our pupils over the last three years.

The chart show that young people have performed better than the virtual comparator, National and South Lanarkshire averages within the middle attaining cohort.

In 2017, performance of the lower attaining cohort was less than that of our comparator. The highest attaining cohort performed less well than our comparator, National and South Lanarkshire cohorts.
Improvements in Literacy and Numeracy

This chart shows the percentage of leavers achieving SCQF level 4 and 5 in Literacy and Numeracy. This is delivered in Duncanrig Secondary through the English and Maths departments.

Leaver Destinations

The percentage of young people leaving Duncanrig with literacy and numeracy at level 4 and level 5 has increased over the past three years and in 2017 was higher than our comparator.

There is an improving trend in attainment in literacy and numeracy.

The percentage of young people leaving Duncanrig with literacy and numeracy at level 4 and level 5 has increased over the past three years and in 2017 was higher than our comparator.
Attainment versus deprivation

This measures the performance of pupils from various backgrounds and compares their attainment with pupils nationally, (the first graph), and with a virtual comparator, (the second graph). The data is based on the Scottish index of Multiple Deprivation where decile 1 would be the most deprived and decile 10 the least deprived. The larger the dot, the greater the number of children living in that decile.

Young people perform in line with the National average across almost all deciles.
Attainment data - Attainment of Literacy Curriculum for Excellence levels 2015/16 and 2016/17 (teacher judgement).
1.1 Attainment data - Attainment of Numeracy Curriculum for Excellence levels 2015/16 and 2016/17 (teacher judgement).
### Priority 1: Raising Attainment for All Learners

<table>
<thead>
<tr>
<th><strong>National Improvement Framework Key Priorities</strong></th>
<th><strong>National Improvement Framework Key Drivers</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Improvement in attainment, particularly in literacy and numeracy;</td>
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</table>

### HGIOS 4 QI:

**Progress and Impact:**
- Improving trend in attainment in literacy and numeracy across the BGE
- Improving trends in literacy and numeracy at point of exit.
- Improving trends in attainment of lowest, middle and highest achieving cohorts for leavers
- Improved the range of qualifications on offer to young people within the CSB

**Next Steps:**
- Improve attainment of highest achieving 20% of learners
- Improve attainment of S4 leavers cohort
- Improve attainment of S6 cohort with a focus on highest achieving 20%
- Improve the Senior Phase curriculum to provide diverse learner pathways which meet the needs of our young people
- Develop assessment and moderation practice to ensure progression within BGE
- Introduce robust tracking procedures across the Senior Phase, improve reporting practice
**Priority 2: Learning and Teaching**

<table>
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<td>• Performance information</td>
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</tbody>
</table>

**HGIOS 4 QI:**

**Progress and Impact:**
Limited progress due to staffing issues within SLT.
Positive feedback from staff undertaking in-school CLPL event in November
Very positive response to lunchtime CLPL session introduced over the session
All staff involved in observation of practice across the school
All staff engaged with PRD process and identified individual PRD targets related to learning and teaching.
Some evidence of improved consistency in learning and teaching approaches in some departments

**Next Steps:**
Establish LT&A working group
Identify, agree and share understanding of high quality learning and teaching
Engage with SLC tapestry programme
Develop in house CLPL programme – engage with SCEL
Develop agreed procedures/processes for classroom observations, sharing good practice and building capacity.
## Priority 3: Assessment, Moderation and Tracking

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### HGIOS 4 QI:

#### Progress and Impact:
Some moderation has taken place at department level over the session.
Staff are beginning to engage with the benchmarks and are adapting assessments as required
Initial tracking systems were developed for tracking across the BGE
Improvements made to S3 reporting after consultation with working group
Initial PEF tracking systems developed

#### Next Steps:
Develop CLPL programme around assessment and moderation in conjunction with EK area schools.
Develop shared understanding of BGE standards across EK area schools
Develop the SLC Primary tracking model to improve data and information sharing for new S1 cohort
Use SEEMIS BGE Tracking system to develop robust tracking systems across S1-3
Improve reporting procedures for Senior Phase
Improve tracking procedures for PEF cohort.
Priority 4: Stakeholder Involvement

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</tbody>
</table>

HGIOS 4 QI:

Progress and Impact:
Four successful Family Learning events took place led by departments. These were supported by PEF funding and were well attended.
CSB Parental engagement event took place
Some departments developed the use of pupil surveys across S1-6
Pupil Council met over the session and reported to the school community of their progress.
Learning conversations took pace across all departments for all year groups termly.

Next Steps:
Review and restructure current School Council to ensure impact on school improvement
Develop new approaches to seeking pupil views across the school
Continue to develop approaches to Family Learning with a focus on our most vulnerable families
Develop profiling approaches linked to the benchmarks to ensure learner conversations are focused and lead to identification of next steps in learning and progression.
**Priority 5: Teacher Professionalism**

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<td></td>
<td>• Performance information</td>
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</tbody>
</table>

**HGIOS 4 QI:**

**Progress and Impact:**

Very successful November CLPL day took place, feedback from staff was excellent. Peer observation programme took place and will inform school improvement planning for next session. Staff are beginning to engage with the benchmarks developing their knowledge and understanding. Several staff undertaking Masters level qualifications

**Next Steps:**

See priority 2
Engage with SCEL to look improving impact of professional learning on practice
Develop in house CLPL calendar for staff working with Primary colleagues
### Priority 6: Wellbeing, Equality and Inclusion

#### National Improvement Framework Key Priorities
- Improvement in attainment, particularly in literacy and numeracy;
- Closing the attainment gap between the most and least disadvantaged children;
- Improvement in children and young people’s health and wellbeing; and
- Improvement in employability skills and sustained positive school leaver destinations for all young people.

#### National Improvement Framework Key Drivers
- School leadership
- Teacher professionalism
- Parental engagement
- Assessment of children’s progress
- School improvement
- Performance information

### HGIOS 4 QI:

#### Progress and Impact:
Pupil Support staff trained in Wellbeing App
Initial work started on developing shared use of GIRFEC languages and use of wellbeing indicators
Successful introduction of Mentors in Violence Prevention for Senior pupils
Introduction of Growth Mindset work with targeted pupils in the BGE
Introduction of counselling support using PEF funding

#### Next Steps:
Review and restructure of Pupil Support with a focus on improving universal and targeted support
Appointment of PT Targeted Support
Develop Nurture strategy across S1-3
Improve attendance monitoring procedures
Develop tracking systems for our most vulnerable young people
Improve staff awareness and understanding of the wellbeing indicators
Review and relaunch the school values
## Achieving Excellence: Overall Progress towards National Improvement Framework Priorities

**Session 2017-18**

Use all available evidence (including data)

### Literacy:

<table>
<thead>
<tr>
<th>Progress</th>
<th>satisfactory</th>
<th>good</th>
<th>very good</th>
<th>excellent</th>
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</tbody>
</table>

Strengths
Literacy levels at N4 and N5 are above VC and National figures.
CfE Teacher judgement data remains above VC for reading and listening and talking.

Next steps
Engage with moderation work with EK schools over session 2018-19
Engage with Learning Community assessment and moderation work with a focus on P7 transition
Use primary data from SLC tracker to develop targeted interventions for young people in S1
Appointment of Curriculum Lead – Literacy from PEF to improve RoA literacy focus

### Numeracy:

<table>
<thead>
<tr>
<th>Progress</th>
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<th>very good</th>
<th>excellent</th>
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<tbody>
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</tbody>
</table>

Strengths
Numeracy levels at N4 and N5 are above VC and National figures.
CfE Teacher judgement data remains on or above VC for numeracy.

Next steps
Engage with moderation work with EK schools over session 2018-19
Engage with Learning Community assessment and moderation work with a focus on P7 transition
Use primary data from SLC tracker to develop targeted interventions for young people in S1
Appointment of Curriculum Lead – Numeracy from PEF to improve RoA numeracy focus
Increased number of presentation for N5 Numeracy within N4 cohort
Pilot 2 year N5 classes

### Health and Wellbeing

<table>
<thead>
<tr>
<th>Progress</th>
<th>satisfactory</th>
<th>good</th>
<th>very good</th>
<th>excellent</th>
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<tbody>
<tr>
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</tbody>
</table>

Strengths
Positive relationships between young people and staff.
The caring attitude of young people and their contribution to the wellbeing of others.
The contribution of young people in the upper school to lead on aspects of their learning in health and wellbeing.

Next steps
Review of Pupil Support structures and procedures to ensure the learning needs of all young people are met.
Appointment of Curriculum Lead – HWB to improve whole-school approaches to HWB across the school
PEF funding targeted at improve mental and emotional health through an increase in Nurture provision across the school.
### Employability Skills/Positive Destinations

<table>
<thead>
<tr>
<th>satisfactory</th>
<th>good</th>
<th>very good</th>
<th>excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>x</td>
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</tr>
</tbody>
</table>

**Strengths**
There had been an improving trend in young people entering a positive destination over the past three years. S5 positive destination figures.
The P7 Skills Passport used to promote skills for learning, life and work

**Next steps**
Implement the Careers Education Standard
Re-launch the skills passport and skills work across BGE
Appointment of Curriculum Lead – DYW to develop business links and learner pathways across Senior Phase
Improve tracking and monitoring of positive destinations.

### Overall quality of our learners’ achievements

#### Highlights of session 2017-18

Learners within Duncanrig Secondary School are treated equally, with respect and fairness and are valued, safe and secure. They are motivated, open to new thinking and ideas and eager to participate in their own learning. Most pupils contribute actively to the life of our school and local community both formally and informally. The vast majority of classrooms, classroom environments and social areas are utilised well by staff to provide an appropriate environment to support learning and teaching, celebrate success and engender a sense of belonging.

A broad range of teaching methodologies and learning experiences are embedded within our curriculum. Greater use is also being made of co-operative/collaborative learning and AiFL strategies to enhance all learners’ experiences.

Many departments offer additional tutor support/supported study sessions at lunchtimes and after school. Peer support is also available within our Helping Hands Club. The school also operates an Easter Study School. Pupils have access to a very wide selection of extra-curricular activities.

Good progress continues to be made towards raising achievement and attainment across the school. High standards of attainment are being maintained with learners making very good progress from their prior levels of attainment. Performance in national examinations is strong across a wide range of subjects and is favourably comparable with national and local levels of attainment.
### Comment on strategies that have been successful in engaging with children and young people, staff, parents and the wider community and the impact of these.

<table>
<thead>
<tr>
<th>Group</th>
<th>Strategies/Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Staff</td>
<td>Presentations, Team Meetings, Discussion Papers, Working Groups, HGIOS 4, Individual meetings, personal responses, Staff Questionnaire.</td>
</tr>
<tr>
<td>All Staff</td>
<td>Meetings, Draft Papers, Collegiate Nights, In service days</td>
</tr>
<tr>
<td>Principal Teachers</td>
<td>Board of Studies Meetings, PT Matters Meetings, SMT Papers, Discussion Papers, PT CPD Sessions.</td>
</tr>
<tr>
<td>Senior Staff</td>
<td>SLT Meetings, Papers, Individual discussions.</td>
</tr>
<tr>
<td>Primary Head Teachers</td>
<td>Learning Community Management Team (LCMT) Meetings, Papers, Progress Reviews, Joint Initiatives.</td>
</tr>
<tr>
<td>Pupils</td>
<td>Learner Conversations, School Captains Groups, Pupil Council, Special Assemblies, PSE Sample Groups, Sixth Year Meetings, Pupil Surveys.</td>
</tr>
<tr>
<td>Parents</td>
<td>Website, App, Parent Electronic Booking System, Council, Parents Consultation Evenings, Parents as Partners Evenings, Focussed Events, ASG/JAT etc. Parent Questionnaire. Family Learning Events (PEF)</td>
</tr>
<tr>
<td>P7 Parents</td>
<td>Open Meeting with presentations by Staff and Parents on topics of School Ethos, Raising Attainment, Curricular Flexibility, Parental Engagement, Social Inclusion and School Activities/Active Schools Programme.</td>
</tr>
<tr>
<td>Business Partners</td>
<td>Curricular inputs, DYW initiatives, Individual Discussions, Meetings, Attendance at Parent Evenings.</td>
</tr>
<tr>
<td>External Agencies</td>
<td>SLC Staff re. Post-Inspection activities. Individual Discussions, Meetings</td>
</tr>
<tr>
<td>Head of Education</td>
<td>Regular Discussions, LCMT Meetings,</td>
</tr>
<tr>
<td>Quality Indicator</td>
<td>How are we doing?</td>
</tr>
<tr>
<td>-------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>1.1 Self-Evaluation for Self-Improvement</td>
<td>Well established processes are in place at whole-school and departmental however there needs to a closer link between the evaluation and analysis of data and targets for improvement planning.</td>
</tr>
<tr>
<td>1.3 Leadership of Change</td>
<td>Appointment of new HT in Feb 2018. Stronger focus on data analysis linked to improvement priorities. Re-focus of PEF planning to ensure greater impact</td>
</tr>
<tr>
<td>2.3 Learning, teaching and assessment</td>
<td>Good learning and teaching is clearly evident across the school. Strong emphasis on the sharing of knowledge, methodologies, pedagogy and good practice.</td>
</tr>
<tr>
<td>3.1 Ensuring wellbeing, equity and inclusion</td>
<td>School ethos, quality of relationships across all stakeholders. Gold School of Sport, Rights Respecting School. School of Co-operation. Quality of pastoral care and support for pupils.</td>
</tr>
<tr>
<td>3.2 Raising attainment and achievement</td>
<td>Established 3 year positive trend in BGE performance in Literacy and Numeracy. Established 5 year positive trend in SQA exam performance at all levels.</td>
</tr>
</tbody>
</table>
## Overall impact of establishment's actions to improve excellence and equity (PEF)

**Amount allocated:** £126,000

<table>
<thead>
<tr>
<th>How are we doing?</th>
<th>How do we know? (Evidence measures of success)</th>
<th>What are we going to do now?</th>
</tr>
</thead>
</table>

(High level paragraph addressing the three questions)

The initial PEF plan from Aug 2017 was adapted over the session due to issues with staffing availability.

There has been an increase in the percentage of young people working at the appropriate level in literacy and numeracy over the session however most interventions have not been completed and will be evaluated next session.

For session 2018-19 there will be an increased focus on data and on tracking and monitoring the interventions over the course of the session. There will be a greater focus on attendance and on targeted support for young people.

Please see PEF Plan 2018-19

---

## Overall evaluation of establishment's capacity for continuous improvement

The school is ideally placed to continue to improve. The appointment of the a new HT in February 2018 has allowed for a period of reflection and self-evaluation across the Senior Leadership Team. Two new DHTs were appointed in April 2018.

Over next session there will be a full review of the curriculum with a focus on the BGE. Improvements to learning pathways are planned within the Senior Phase which will support improvements in attainment and achievement over the next three years. There is a desire to deliver continuous improvement shared among teaching and non-teaching staff alike and this has been strengthened over the past six months.

The ethos, focus and quality of relationships were commended during our inspection and we were described as “culture ready” to improve even further across the main HGIOS4 quality indicators. The refresh and relaunch of the school values and a clearer focus on wellbeing will ensure this continues to improve over the coming session.

Pupil Equity Funding of £126,000 has been allocated for next session. There will be a greater focus on using data to identify areas for development and funds will be targeted to literacy, numeracy and HWB. Tracking and monitoring of interventions will be improved to ensure impact.

Signed: LMcRoberts

Date: 19/6/2018