

**Scottish Borders Council
Education and Lifelong Learning**

Quality Improvement Framework



Eyemouth High School

**School Improvement Report
Session 2015/16**

The School in Context

School roll and organisation

For the new school year we are projecting that the school roll will be 420 students. These are split into three houses – Eye, Heriot and Tweed. Apart from one smaller year, there are therefore three registration classes for each house. In school classes are split into practical and non-practical subjects. There has been an increase in the number of students who are coming to the school from outwith our catchment. Our years in S1 to S3 are now full, bearing in mind spaces kept for those moving into the area. As a small school class sizes are generally comparatively small, reflecting the need to give a wide range of option and subject choices at different points in the Broad General and Senior Phases.

Implementing New Advanced Higher Courses

This year marked a major milestone in the development and delivery of the new qualifications as part of the Curriculum for Excellence. Every subject is now delivering new National, Higher courses and Advanced Higher courses, and this represents a huge amount of work completed by staff to plan and deliver quality learning experiences with completely new forms of assessment. From this year onwards, all assessments will follow the new structure, and the important work of self-evaluation and improving experiences will continue. As the SQA are currently adjusting specifications and expectations we envisage this work will continue.

Education Scotland visit

As part of a fact-finding National Fieldwork visit, an Education Scotland Officer visited us in February. This was an excellent opportunity for us to consider where we are up to in our development of the curriculum for Excellence in many areas. Although not an evaluative visit, Lynne was very impressed with the school, and took a keen interest into how we have tackled various things, in particular:

- How we monitor and track progress
- Our work on the curriculum
- Our community and partnership building - and especially how this could link to our curriculum and the Developing Scotland's Workforce agenda.

She emphasised the importance of maintaining consistency in how we apply policies and follow up on concerns across the school.

Additional Funding

Because Eyemouth High School is in a less affluent area, the school continues to receive additional funding from Scottish Borders Council. This funding allows us to employ a Drama teacher who has helped us give our students more opportunities to take part in creative activities. In 2015, we achieved 10 A Grades and 2 B grades at Higher Drama, which is testament to the work which is being completed in that subject. Additional funding also helps us fund the temporary post of PT Achievement which is continuing to help us strengthen our provision of opportunities for wider achievement and student leadership. We continue to work in partnership with the Berwickshire Connect Youth Project which manages our S1 Activities area and provides support for our more vulnerable youngsters. We supported an average of 20 free breakfasts a day in our breakfast club, run in the canteen.

Partnerships

This has been a significant area of development this year. The Developing Young Workforce (DYW)

agenda has been an important factor, alongside our aim to develop a 'community curriculum.' We received significant funding from SBC to support an extra Depute this year, including the remit to develop partnerships in school. This work is further supported by extra admin assistance, funded by money set aside for DYW. We have developed a protocol for recording and maintaining partnerships, and have developed an active database of over 60 partners which is used by staff in many different ways.

a) Curriculum partnerships

We continue a fruitful partnership with Borders college. Students were able to take part in vocational courses in school in areas such as Construction, Horticulture and Personal Presentation. In addition other students took part in the schools plus programme. In addition, our link with SESA and Queen Margaret University enables us to enhance our offer to students.

The following vocational qualifications are being delivered *in school* with our partner, Borders College:

- Pre-apprenticeship Construction: Construction Crafts National 4 (13 students)
- Pre- apprenticeship Engineering: Performing Engineering Operations SVQ Level 1 (13 students)
- Introduction to Estate management: Horticultural Machinery (14 students)
- Horticulture (14 students)

We also deliver:

- NPA in Drama & Technical Theatre
- A range of Open University courses via the Open University YASS programme (Currently includes, Introducing statistics, Introduction to bookkeeping and accounting, Professional communication skills for business studies) (3 passed)

A significant development this session is that these are all now delivered within the school's column structure. For the Session 2016-7, study in Horticulture will lead to a full NPA award, enabling students to score SCQF points which are universally recognised.

Previously Personal Presentation was also delivered in school by College staff. This is being replaced in Session 2016-17 by City & Guilds: Hair Dressing & Beauty VRQ1.

The following vocational qualifications are delivered via Borders College:

- Social Care & Childcare
- Hair Dressing & Beauty VRQ1
- Base: Developing the Individual in Sport
- Psychology Higher

Working with Queen Margaret University, our young people are also participating in the South East Scotland Academies programme, with programmes in Food Science & Nutrition, Media and Communication, Hospitality and Tourism and Health & Social Care, providing additional learning and qualifications for our young people up to and including Higher National Certificates, all of which involve work based learning. There were 13 students who took one of these courses this year.

Through the Open University Young Applicants in Scotland Scheme (YASS) programme, students can access in S6 a range of University-level learning online, such as Introducing Statistics, Introduction to Bookkeeping & Accounting, Professional Communication Skills for Business Studies, Spanish. These are due to start in October.

In conjunction with Community Learning and Development and the Employability Support service we developed a 'Ready for Work' course which included a range of other contributors including local businesses, Police, Fire Service and others. This was very well received by the young people involved as was borne out by the positive comments made during the Eyemouth CLD review of March 16. This involved eight young students.

Working with CLD, BHA and other partners including local businesses, we provided a successful exam leave programme for young people who were not being presented at N5 or above. A further partnership with RUTS (motorcycle maintenance project) whose funding was gained by the participants through Youth Chex was also successful. Eight students took part in this activity.

We also benefitted from a flexible approach to supporting a particular young person via an Activity Agreement, with SBC, school and college staff and Columba 1400 working in a flexible way to meet a particular need.

In partnership with Berwickshire High School, we deliver AH Physics and Higher French jointly.

b) Partnerships around business links and DYW.

For the first time we ran a Careers Convention in involving over 300 students, and over 40 local employers and partners. The whole school were involved in discussions and activities and evaluations have been outstanding. The convention was then open to parents in the evening and was well attended – with over 100 visitors. Evaluation data showed that in S5, 24% of students were clear after the event about what they wanted to do compared to before. 55% of students said they had discovered other careers on the day, and 41% of students spoke to a careers advisor for the first time. It also showed that we need to integrate careers advice into PSHE lessons.

A Business' Partnership Group has been formed, involving:

- Ahlstrom
- Fantasy Prints
- Oblo/Giacopazzi's
- Ford & Etal Estates
- Rotary Club

The group will meet for the first time in August, and its membership is looking to increase further. This forms part of a wider DYW strategy which is being implemented across SBC.

Other opportunities available for young people to develop skills for work & /or gain additional qualifications, include:

- School of Rugby – this is a major partnership with SBC and the SRU to provide a number of quality rugby experiences each week. The aims of the project are to develop enjoyment and skills, and to build a sustainable rugby community in the Borders.
- Saltire Awards
- Duke of Edinburgh Awards
- ASDAN awards
- Skills for Work (via SBC Employment Support Service)
- Sport Leaders Awards and Young Coach Programme

- Young Ambassadors Programme
- Young Drivers programme (16 students)
- ESOL
- Activity Agreements (1 student)
- Opportunities provided by Berwickshire Connect Youth Service (e.g. Horsemanship, Sailing etc.)
- Columba 1400 (1 student)
- Equibuddies (13 students)

Via our PSHE programme we also have opportunities to work with external partners to develop skills for work, via off-site visits, visiting speakers & other enterprise based activities.

S4 students have opportunities to take up work experience, with additional individual work experience placements and volunteering opportunities also accessed via local employers & other groups (e.g. "Vision for Eyemouth", Eyemouth Harbour Trust, Eyemouth & District Community Trust, etc.)

A wide range of in-school consultative processes provide young people with opportunities to develop team working, leadership and presentation skills, (e.g. Student Council, working groups and volunteering opportunities.)

A number of departments run, or participate in events which support the development of a workplace mentality, and enterprising/problem solving skills.

e.g.

- Hospitality: Links with professional chefs
- Technologies: problem solving and engineering competitions
- Art & Design: Work with community based artists
- Drama: Work with professional Theatre organisations
- English: Work with professional writers
- PE: Work with professional/high performing amateur athletes, including work with SRU.

c) Partnerships around local community and volunteering opportunities.

We continue our partnership with the local Rotary club. This has benefitted the school through participation in various Rotary inter-school competitions, developing leadership in school through the RYLA project, and also through giving expertise and financial support to the S6 induction process amongst other projects. We also appreciate their willingness to get involved in whole school vents, like our Health and Wellbeing day in June.

Our partnership with the Rotary club and the Parent Council has been significantly strengthened this year. They have planned jointly with us and have brought significant benefits to all:

- Two students took part in the RYLA leadership training.
- The school has been very successful in the Young Technologist competition, Young chef of the Year competition and is currently working with us on a Young Artist competition.
- The Showcase Event on 10th December was attended by over 500 people, and featured a wide variety of students' work, as well as over 20 local clubs and societies.
- Rotary provided sponsorship and leadership for our Partnership Conference, with over 60 people attending.
- The Rotary and Parent council provided a great deal of administrative and leadership

surrounding our Careers Convention, described above.

- Rotary provided funding to support our S6 Conference in May this year.
- Every year Rotary provide help and support for our Race for Life whole school active afternoon and walk.
- Our depute M Hodgkins has been accepted as an honorary Rotarian linked to Eyemouth Rotary club in recognition of these strong links.

We worked in partnership to develop some amazing expressive arts projects this year. Notably our 80ft long Art Mural, completed by student leaders, primary schools and local artists and craftspeople. Over 200 people attended the opening of this fantastic project, which is to be mounted in school permanently. Another notable event was the Art Auction in June, which raised over £2000 to give our young people better experiences and access to working artists in school.

Other partnerships include:

- For the first time, Eyemouth High School is now represented in the town partnership plan as part of 'A Vision for Eyemouth.'
- Heartstart – as part of a request for more first aid training, we have provided in partnership 'Heartstart' training for both S6 and the local community – which even led to one student using the techniques shown to save a life!
- We work with the local Berwickshire News to promote the school through the student-led 'Himooth Eye' group.
- We partner with local primary schools to continue our award winning Transition programme.
- Medic Mentors allows budding entrants in the medical profession to receive appropriate support and work experience.
- We continue to work in partnership with LEAPS, an organisation funded by higher education institutions and local council partners and supported by Skills Development Scotland, to increase progression to Higher Education in South East Scotland. We have seen our 3 year average percentage of school leavers who go on to Higher Education increase from 18% during 2008-11 to nearly 38% over the past three years. We anticipate record numbers this year.
- With the development of our Enrichment programme on Wednesday afternoons, we are looking to expand our ability to work meaningfully with partners to provide valuable, relevant and meaningful learning experiences for our students.

Wider achievement and student voice improvements

The Duke of Edinburgh award continues to remain very strong at the school, with a high take up of the scheme in S3,4,5 and 6. This is supported by a dedicated group of staff. We are now planning how to use a similar approach using the JASS award to prepare students for wider achievement in this way.

Open Mic nights have again been extremely successful this year, giving young people an opportunity to demonstrate their skills in a different and unfamiliar context. Other expressive arts event, described above, have also given opportunities for wider achievement.

Through the Student Councils we have seen further improvements. For example, students have asked for better social areas around school. They raised money through bag-packing and coffee mornings, and were able to buy new tables and chairs for the area outside technologies.

A number of developments have taken place during the year which have increased the capacity of our young people to bring about change in the school. The Himooth Eye team have helped improve communication through regular multi-page spreads in the local newspaper, and regular communication through Facebook and WordPress accounts.

The Student Leadership Team, having taken part in a new and vigorous selection process last year have performed exceptionally well. The amount of money raised has been the highest for many years, they have organised the very first S6 prom, and have represented the school at an expanded number of events. They have been represented at interviews for the new Head Team, and have worked hard to ensure that improvements are now continuing with the new team.

There have been student consultations in regards to school noticeboards, auditing volunteering opportunities and on school uniform.

Eyemouth High School Parent Council

As described above, the partnership of the Parent council along with the Rotary club has led to some significant improvements this year. They continue to raise money effectively and provide an excellent sounding board for educational matters. For example, funding for new equipment in the Technologies faculty has led to significant improvements in the curriculum such as Computing. The number of meetings has doubled during the year, to account for all of the extra planning, organisation and business which has been taking place. The Parent council has been involved in curriculum consultation and improvement planning using HGIOS4 and Journey to Excellence documents. They have further developed their funding of school projects, and have formed an excellent bidding process which involves staff speaking at meetings regularly about developments.

Summary of consultations with parents and children and young people about our strengths and areas for improvement.

We carried out consultations with students and parents about different aspects of school life. These have contributed to our self-evaluation and to school improvement:

Senior Phase Evaluation Activity

As part of this activity, we consulted widely with students, with 170 young people filling in a 37-question survey based on specific learning experiences in classrooms. This was then followed up with observations of students learning, and then by focus group activity. More details can be found in the self-evaluations section later.

Parents' questionnaires

We implemented a consistent set of questionnaires for parents, and had a very high degree of completion – 52% in all.

Across ten questions, parents were very supportive of everything the school is doing, with only 3% disagreeing with a positive statement about the school.

98% of parents either strongly agreed or agreed with the statement – 'Overall I am happy with the school.' Parent council involvement in showcase events in school has been of huge benefit in engaging large numbers of parents in the life of the school. The school mural and open mic nights have also added to this during the year. With the Parent Council, we used Journey to Excellence

materials and HGIOS4 to evaluate involvement and engagement with parents. We sought parental views about key changes to the curriculum and other matters, for example, we found out that:

- 9% felt that their child was not benefitted from clubs and societies in school.
- 8% felt the school could ask for views more.

The school has run two more parents' evenings this year regarding the senior phase, and for parents coming from out with our catchment area

Reporting and tracking

Parents were asked consistently about the arrangements for reporting and tracking in the school in the above questionnaires. As a result we are clear that there are extremely high approval ratings across S1-3 for the system of student self-evaluation and feedback using the planners.

Study Zone review

Uptake and feedback for Study Zone continues to be extremely positive, with all departments represented, and an average of over 50 participants for the prelim sessions with around 25 to thirty taking part in the fortnight prior to the SQA diet. We analysed data from the session 2014-5 which showed that regular attenders increased their performance in the final exam compared to their most recent tracking report.

Head Team appointments

Students took a full part in the appointment of our new Student Leadership team. All of S6 were involved in listening to presentations, and had a vote for their preferred candidate. Students were represented on the interviewing panel, and were part of the team who made final decisions.

Senior Option Choices

All prospective Senior Students were asked about their preferred choices if given a free choice across all subjects - which is a difficult issue in a small school with a limited amount of choices in multiple columns. This was then used as a basis to maximize student choice within the constraints of studying in a small school. As a result of this consultation, decisions were made to offer certain subjects in more than one column.

EVALUATION OF PROGRESS

Question 1: HOW WELL DO CHILDREN LEARN AND ACHIEVE?

QI 1.1 Improvements in Performance

Overall we have evaluated ourselves as satisfactory, but with increasingly good aspects.

Attainment of students at the school has been a key priority for a number of years. With new tools and measures in place over the last three years, we have a clear picture of where the school has strengths and areas for further development. As numbers in each cohort are relatively small, it is best to make comments in the context of the general trend over the last six years.

From 2010-2 improvements have been sustained across virtually all National priority indicators. In particular performance from 2013-5 in attaining five good National 5 results accumulated has risen by 7% over this period. Achievements at Higher level have also been increasing during this period. Last year's Higher results represented a jump in performance with 20% achieving 3 or more Highers, which is an increase of nearly 10% over previous year's performance. We anticipate that Advanced Higher results this year will reflect this as well. In 2015 results were significantly closer to our virtual comparator, taking deprivation into account, and in some areas surpassed them. In terms of Literacy and numeracy we continue to perform well as a school. In improving attainment for all, these were the best results in three years for the top 20% and middle 60%. Over the three year average we have excellent sustained positive destinations. We have worked hard through the year to consider how we can support as many students as possible in achieving at least 5 level 3 or level 4 awards. This is reflected in a comprehensive attainment plan, which will be reviewed at the end of the Summer. We have captured students' performance at the end of S3, which will be used for benchmarking purposes as we move forward each year.

QI 2.1 Learner's Experiences

Overall we have evaluated ourselves as good.

SIP Actions from Session 2013/14 including impact and evidence.

Collegiate approaches to improving learning and teaching

A **Learning and Teaching Improvement Group** was established in August 2015, comprising the Depute Headteacher (Learning and Teaching), the Principal Teachers of European Languages and Health and Wellbeing, and a teacher from the Sciences faculty. The Chair of the group was the Principal Teacher of European Languages.

In September 2015, a CAT session was used to engage all teaching staff in Quality Indicator 2.3 (Learning, Teaching and Assessment) from How Good Is Our School? (Version 4). Working in groups, teachers identified the key elements of very good teaching and learning from this Quality Indicator, cross-referencing these elements against Section 3 (Teaching and Learning) of the GTCS Professional Standard for Registration.

From this work, a whole-school "**Lesson Evaluation Toolkit**" was developed, supporting self-

evaluation, peer feedback, quality assurance and improvement planning. Feedback from teachers about the usefulness of this toolkit has been very positive and it is now widely used across the school. In addition, it has become an integral tool in the teacher recruitment process. It has been shared with Secondary schools across the authority and with partner Primary schools.

The school took out a 12 month subscription to the **How2s** professional learning website, which was presented to teaching staff at a CAT session in September 2015. Whilst initial feedback was generally positive, there has been limited use of this resource across the year. As a result, the decision was taken not to renew the subscription.

Over the course of the year, the school **Learning and Teaching Website** was updated on a roughly monthly basis. It had 419 visits from August 2015 – June 2016, with almost all posts added by the Depute Headteacher (Teaching and Learning). Moving forward, we will aim to increase the number of visits and contributors by increasing the usefulness of the website.

For the first time, **Peer Observation Weeks** were included in the school calendar (four times across the year), supported the collegiate Working Time Agreement. As a result, almost all teachers have taken part in at least one peer observation at some point over the year, and many have done so out-with their faculty. This is a significant shift. Supporting these observations, in March 2016 a **Post-Its Board** idea was trialled by the Learning and Teaching Improvement Group. Staff were asked to write onto a post-it note an aspect of teaching and learning that they were currently working to develop, linked to the whole-school Lesson Evaluation Toolkit, write their name on it, and stick it onto the board. The idea was for teachers from across the school to see what other teachers were currently working on, so that they had the opportunity to pair-up with someone they wouldn't normally work with. 18 teaching staff put a post-it onto the board. In May 2016, the idea was adapted so that instead of putting up a focus before any peer observation, a post-it was put up by a peer *after* watching a lesson, highlighting an element of practice that they thought was particularly good, linked to our Lesson Evaluation Toolkit. This board wasn't as well populated as the board used in March, and moving forward, there should be an evaluation by the Teaching and Learning Improvement Group regarding the usefulness of these boards. Overall seven curricular areas rated themselves as good when considering peer observations during the year.

In December 2015, a school "**Professional Learning: Support for Teachers**" document was produced. Using the Education Scotland Professional Learning Model, the document outlined in-house and external professional learning opportunities which are available to teachers. It was shared with all teachers and has been added to the Staff Handbook. Familiarisation with this document now forms a part of the induction process for new teaching staff. Most curricular areas (5 of 9) told us that learning and teaching issues were the heart of PRD meetings. 8 of 9 curricular areas felt that they had made improvement plans with learning and teaching at the heart.

The **Professional Learning budget** was used to support staff attending external professional learning courses and to invest in books for the school's professional learning library, including copies of "Active Assessment" by Stuart Naylor and a selection of books of educational leadership and management. Copies of "The Magic-Weaving Business" by Sir John Jones were purchased for all new teaching staff and copies of two different books on middle leadership and management were purchased for two of our new Principal Teachers. In October 2015, a group of teachers met to discuss The Magic-Weaving Business. Feedback from the meeting indicated that it had been very useful and consideration should be given to creating more opportunities for discussion on

professional reading.

Next Steps

- The **Teaching and Learning Improvement Group** should be expanded to have wider faculty representation. Ideally, there will be representation from all faculties.
- The school **Teaching and Learning Website** will be re-designed so that it aligns to our whole-school Teaching and Learning Toolkit. It will be designed to function in a similar way to the How2s website, but with an Eyemouth High School spin. Where possible, the teaching practices described will be linked to research evidence, including effect sizes. The work of the Sutton Trust and Geoff Petty will inform this. The idea of having “specialist” lesson evaluation toolkits (e.g. one which drills down into the key features of effective questioning) will be incorporated into the re-designed website.
- Three **Peer Observation Weeks** will feature in the school calendar. (This is a reduction by one from the 2015-16 session, but feedback and uptake suggested that having four was too many.) Two **Post-It Boards** should be considered to support each Peer Observation Week – one to identify a focus and the other to highlight effective practice – but there should be evaluation of their usefulness first (based on the work from the 2015-16 session).
- We will use CAT sessions to offer a selection of in-house **Professional Learning Workshops**, planned and organised by the Teaching and Learning Improvement Group. We should aim to align these to specific elements from our Lesson Evaluation Toolkit.
- The GTCS website now has a “Research” area where books and journal articles are available for online access. A **Teaching and Learning Reading Group** should be established for any teachers who are interested in discussing the pedagogical research available via this site. Similarly, we should consider a core middle leadership and management text for our new Principal Teachers and look to create opportunities for them to meet and discuss elements from this.
- Before the start of the 2016-17 session, **Learner Experiences Survey** dates should be added to the school calendar. As part of this, we should consider how many times we want to survey any particular year group.
- Middle Managers should agree faculty **Learning and Teaching Calendars and Improvement Plans** with their Depute Headteacher link at the start of the 2016-17 session, checking that they are in line with school expectations. Progress with these calendars and plans should be monitored and discussed on a continuous basis over the course of the year.
- The Depute Headteacher (Teaching and Learning) and Headteacher should develop a **plan for Senior Management observations of teaching and learning**. This should be mapped out in a calendar at the start of the session. The idea of “faculty fortnights” could be useful here, where there is a focus on a particular faculty over a two-week period. Alternatively, there may be a “practice focus”, where a particular area of practice is looked at across the school, linked to a particular element(s) of our Lesson Evaluation Toolkit.
- There should be whole-school **consultation and discussion on the aims of Eyemouth High School in relation to teaching and learning**. These should be informed by the competing

ideas of teacher as “activator” or teacher as “facilitator” (Hattie: 2009).

- The improvement of teaching and learning work which the school is engaged in should be **shared at Cluster and Local Authority level.**

Tracking and reporting, and reflecting on learning

In order to improve achievement and attainment we have followed through on our plans to improve how we track and report on student progress, and in particular how students reflect with their teachers on their learning. Evidence from parents, teachers and students suggests that increasingly students are making excellent use of the progress record, and period-by-period record in their planners. We have successfully extended the requirement of students in all years to use the scheme effectively. This is supported by staff and valued by students, and links in with real discussion around aspirational targets. Parents also tell us how useful they feel the new structures are. Taking into account reports, Parents’ nights and planners, 71% of parents were ‘very happy’ with arrangements, 29% were ‘reasonably happy’, and only two parents were ‘not very happy’ with the arrangements. This was from a sample of 187 parents. We have continued to work with teachers and students to improve how we record progress in significant aspects of learning and use portfolios, profiles and electronic records to do so. We have worked on the interventions needed when a student is at ‘red,’ what a good action plan looks like, and how this can tie into extra support, challenge, or mentoring.

Next Steps

- We will continue to ensure that these useful methods of encouraging reflection in learning are applied consistently across the school. This will be through quality assurance activities in Curricular Teams and by SMT. This also includes opportunities to share good practice in these areas.
- We will continue to seek the support of parents at Parent’s evenings through the year.
- Within and outwith the school Curricular teams will be involved in developing their approaches to assessing progress in the significant aspects of learning for each subject. This fits into moderation activity planned to support valid and reliable judgements as to a student’s progress.

Student engagement in the wider life of the school

Through the work of the PT Achievement we have sought to enhance the opportunities for young people to learn through their wider activities and contribution to the school ethos. The Student council continue to be active, seeking out opportunities to suggest and plan improvements. A small group of students are leading the way in communications through the Himooth Eye project. The Student Leadership Team performed excellently during the course of the year, raising over £670 for various school projects. Ways in which students have been engaged include:

- The Scottish Borders Head team conference was held at Eyemouth High School, and jointly planned with our head team.
- A member of our school community (and now Depute head Girl) has been serving on the education executive group.
- We have held many and varied fundraising activities over the year.
- Students comment frequently on the warm and positive ethos in school – this is reflected in parental surveys as well.
- There have been a myriad of community and partnership events, which have included young people at their heart – these are documented under partnerships in this document.
- We have frequently linked with Susan Bell, who has helped a small group of students to

gain a real understanding of media opportunities and techniques, which they are implementing consistently through the Himooth Eye group.

- One depute head girl expressed her desire to see more First aid training available, and was able to see this happen in school.
- There has been some fantastic practice in buddying younger students, especially some of those that are most vulnerable -this has led to further plans to improve this scheme further and include more people.
- Student leadership has meant that the following aspects have been almost entirely student led and organised – S6 Graduation, yearbook, prefects, S6 Prom.
- Open Mic night has given many students a chance to participate.
- Students are involved in many and varied sporting activities, and we are keen to celebrate success through the school's Facebook page and via our Presentation evening.
- We continue to run many successful trips and activities. We run an overseas experience to Peru in conjunction with the Vine trust, to the WW1 Battlefields, and to Switzerland.
- A health and wellbeing day has taken place on Wednesday 22nd June with a high degree of staff and student involvement, with £1500 raised for the Race for Life charity.

Next Steps

- We have planned a comprehensive enrichment programme for students in S1-3 and S6. This is providing both wider achievement activities, and some opportunities for interdisciplinary learning. There are four 15-hour blocks of activity per year, interspersed with meaningful whole school events, such as the Careers Convention or whole school race for Life.
- We plan for greater student engagement with subjects, building on the improvements this year in how we use focus groups – this is built into each area's Learning and Teaching calendar.
- We are planning to look, with student councils, at our School Vision, Values and aims this year and a student merit system which will support them.
- Through the DYW developments we wish to see students engage even more with local employers and volunteers, building on the fantastic events this year.
- We will seek to increase opportunities for achievement of all sorts, and to strengthen the student voice in all areas of school life.

Senior Phase Evaluation

Following input from Education Scotland, a triangulated evaluation activity was designed to help understand the quality of the learning and teaching in the Senior Phase. This captured evidence from observations, focus groups, and a comprehensive survey of all students in the Senior Phase. Based on HGIOS4 criteria and our Lesson Observation toolkit, particular strengths were found in teachers' activities around explaining learning, using success criteria, and putting in place effective learning activities.

There were also strengths in building relationships and encouraging students to care about their learning. There was good performance across a number of indicators, such as giving effective feedback, asking effective questions and ensuring that students are challenged.

Each Curricular Area received detailed feedback on an individual level which was discussed in individual meetings and together. The survey suggested that more work is needed on reflecting on learning, and summing up at the end of lessons.

Moving forwards, we need to ensure that focus group activity takes place consistently to provide extra evidence to triangulate with the survey and observation findings.

Next Steps

- We will continue to follow up on areas and individuals where evidence suggests there is further work to do to improve Learner's experiences.
- We will look again at the Learners' experience in the Broad General Education phase, following a similar triangulation exercise using our HGIOS4 planning tool.

Question 2: HOW WELL DOES THE SCHOOL SUPPORT CHILDREN TO DEVELOP AND LEARN?

QI 5.1 The Curriculum

Overall we have evaluated ourselves as satisfactory, with aspects that are increasingly good.

SIP Actions from Session 2013/14 including impact and evidence.

Put together a Curriculum Rationale.

We engaged widely with the planning exercise surrounding the development of an effective Curriculum Rationale. This included students, parents, staff, and centrally-based staff. This led us to consider a number of proposals, which we have implemented in the new curriculum:

- We reviewed the decision to put in an extra period of number-work in S1 – which has led to some significant improvements in our S1 Cohort. We decided to put in an extra literacy period in S2 and an extra numeracy period in S1 in order to ensure that we could build effectively on the foundations laid in S1 and S2. The PTs of English and Literacy, and Mathematics and Numeracy have plans on place for using this extra period effectively through the year.
- We debated about the introduction of the new enrichment scheme. The aims are to tidy up loose periods that have been implemented in school – learning to learn, challenge periods, and to address how we can help develop students' skills through meaningful IDL work. More detail is given above.
- In order to accept more students who wish to come to the school, we increased the number of practical sets to 5 in the new S2.

The rationale itself is in draft form, and will be launched in August when staff return to school.

Technologies

With the arrival of our new PT Technologies we are rapidly developing our provision in this area. Courses in Design and Manufacture in the S3 Technologies options, and courses in Design and Manufacture and Graphics have been significantly improved.

Computer science has continued to develop, partly through some generous funding of Raspberry Pi machines through the Parent Council, and the addition of BBC Microbits. This year we continue to have generous numbers opting for computing at N5, and have 8 students studying at Higher level for the first time.

Analysis of Senior Phase and Partnerships

We analysed our Senior Phase partnerships, both formal and informal, and produced a document to consider how we move forward in ensuring excellent opportunities for our young people as they move forward to positive destinations. We have successfully negotiated with Borders College to deliver Hair and Beauty at school in the coming session, as well as help to deliver the NPA in Horticulture.

Next Steps

- To complete the Curriculum Rationale Process, with an optimistic and thought through approach to raising attainment for all, and to reducing inequalities to enable our young

people to thrive.

- To look again at our BGE curriculum, evaluate the enrichment programme, and look at what we are delivering alongside evaluations of learning and teaching in S1-3.

QI 5.3 Meeting Learning Needs

Overall we have evaluated ourselves as good.

The SBC team who visited the school in 2015 reported on the significant strength in the quality of relationships that exist between students and staff at the school. They found that we had an ethos of inclusion and mutual respect, that behaviour was good and that students were eager and ready to learn. They felt that the school responded well to students' needs in an effective way. This is reflected in the various surveys that we undertook with parents this year as well. Over 98% of parents surveyed agreed or strongly agreed with the statement that 'Overall I am happy with the school.' The survey took in 196 parents' views.

Universal support arrangements and targeted support arrangements for vulnerable children are well established and constantly evolving. Our students report that they feel supported in school. 98% of parents agreed or strongly agreed. 97% said there was mutual respect between students and teachers.

We have established excellent relationships with key partners to break down barriers to learning and ensure that our young people thrive. We have regular meetings with parents and agencies where necessary to ensure this is the case. Learning support staff take a full and active part in transition, know the needs of particular learners well, and ensure they put into place appropriate support where needed. Evidence from INSIGHT suggests these learners progress well when compared to similar schools.

All students have two 1-to-1 interviews with their own Pastoral teacher during each academic session, one of these is tied to choices (where relevant) and the other is used to monitor curricular, vocational and pastoral needs. All classes have weekly PSE, with attainment and achievement being a regular feature of the programme, with a focus on personal learning planning.

Our Progress Point reports/ tracking and monitoring arrangements provide more frequent formal opportunities to check how all students are progressing. The Assertive Mentoring scheme provides focused support for all S4 students. This has had a positive impact on student attainment over a three year period and is valued by most students - who would like to see it extended into S5 and S6.

Targeted support for more vulnerable individuals is planned and monitored on a monthly basis through the SLG. Additional support for individuals is also provided by Pastoral and A Needs staff as well as other partners as required. The named person for each child is their Pastoral teacher.

We have developed the use of the 'risk matrix' to identify students who may be vulnerable and require extra support. We will continue to develop our use of this data to demonstrate how we can make a difference to young people that may be affected by deprivation and other factors.

Next Steps

- We will evaluate our successful transition programme, to ensure that it is meeting both

the needs of all and particular individuals and groups.

- We will consider how to further develop our approaches in this area – in particular how we work with young people who have emotional or behavioural difficulties, and how we can create the right conditions for learning in every classroom. We aim to work better together to share good practice in supporting particular young people, consulting and adapting the curriculum where necessary.
- We will further develop the concept of Learner Journeys to use in the guidance and personal support of young people.

Question 3: HOW WELL DOES THE SCHOOL IMPROVE THE QUALITY OF ITS WORK?

QI 5.9 Self Evaluation

Overall we have evaluated ourselves as good.

Engagement with other bodies

We have looked in detail at our work through our engagement with Education Scotland on their fieldwork visit. In addition we received an extremely helpful Attainment visit from SBC officers, which again helped us pinpoint plans for improving attainment. Through the SBC Leadership programme we are clear about ways forward and next steps for self-evaluation. We have trialled approaches to lesson observations, self-evaluation planning and stakeholder discussions based on the HGIOS 4 framework. In turn we have shared these with colleagues across the region.

Self-Evaluation: Implementation of Policy

SMT have continued to plan in quality assurance activities into their programme of meetings during the year. This has proved effective in ensuring that good quality information about where the school is at is regularly considered and actions agreed for improvement. We have regularly assessed our progress according to the whole school improvement plan. Across the school, at every level, a red, amber, green system is used for evaluation – from classroom activities, to departmental work, to the work of the Senior Management team.

In May 2016, **Self-Evaluation Frameworks** were developed for teacher and faculty levels, focusing on teaching and learning. These were completed by all teachers and faculties in the school and were instrumental in informing the PRD and Improvement Plan processes for the forthcoming session. An expectation was set out that there be at least one teaching and learning focus to teacher PRDs and faculty Improvement Plans, linked to one or more of the elements from the school Lesson Evaluation Toolkit, where possible. An evaluation of this will follow early in the new session.

In June 2016, faculties were asked to develop **Learning and Teaching Calendars** for the forthcoming session, supporting self-evaluation, professional learning, and improvement planning and quality assurance (these had previously been termed Quality Assurance Calendars). 10 core features were identified, including at least three which aim to support the improvement of teaching and learning via collegiate approaches (faculty meetings, peer observations and Middle/Senior Manager observations). The inclusion of Middle Manager observations in 2015-16 calendars resulted in an increase in the number of Principal Teacher observations in almost all faculties.

Also in June 2016, a **Continuous Improvement of Learning and Teaching Framework** was

produced and presented to the Extended Management Team. This pulled together a number of related resources developed over the course of the year: the Lesson Evaluation Toolkit, teacher and faculty Self-Evaluation Frameworks, and expectations for faculty Learning and Teaching Calendars. As a result, our whole-school approach to improving teaching and learning is more joined-up and co-ordinated.

The Senior Management Team continued to raise the profile of self-evaluation and quality assurance and reaffirmed its main aim of improving learning experiences for students. Principal teachers have increasingly taken on the mantle of effective self-evaluation through collegiate meetings and activities. This has led to:

- A continued focus of staff meetings and of extended management team meetings on quality assurance;
- A completed Self Evaluation policy, in line with Learning Community guidelines, has been agreed and adopted
- The completion by every Curricular Area of Learning and Teaching calendars, following clear guidelines.
- The use of HGIOS4-based observation tools has been widespread through the work of the Learning and Teaching group, linked to the new Standards for Registration. The **Senior Phase Evaluation** (see above) is one of these.
- We have continued to promote self-evaluation by Curricular Teams, of all activity both at a whole-school level and in each area, using a consistent red, amber, green approach.
- We are now in year two of implementing detailed plans for improvement in each area, based on these evaluations. These incorporate a 'measurement plan' which can be planned into the new Learning and Teaching calendars.

Next Steps

- Each area has a new Learning and Teaching calendar, to give a greater emphasis on quality assurance and self-evaluation for improving learning and having an impact on young people.
- We will seek to provide more and better opportunities for moderation and verification activities in school, outwith school, and nationally. This is at both the Broad General and Senior Phase level.
- We will continue to work to use data more effectively, for example information on INSIGHT, through the MIDYIS testing, or through the Risk Matrix.
- We will further develop collegiate approaches to professional learning, and also on an individual level.