

# "Working together to inspire learning and achievement in Highland Communities"



## Standards and Quality Report – Invergordon Academy



Invergordon Academy

The Highland Council  
Education, Culture and Sport Service

Session 2015-16

### Our school vision, values and aims

*At Invergordon Academy we strive to give our pupils the most enjoyable and effective all round education that we can provide.*

*We are all about*

*Positive*

*ethos,*

*obvious*

*pupil centred*

*learning*

*environment*

In carrying out all aspects of our work, we will:

- value all our learners
- maintain positive purposeful relationships
- develop a strong sense of community
- have high expectations of all our learners
- seek to develop mutual respect between staff, pupils and parents
- strive to improve the health & well-being of all members of our school community.

#### Aims

1. To enable the pupils of Invergordon Academy to achieve their full potential, to contribute to their development as active citizens and to take advantage of the opportunities life will present to them.
2. To promote lifelong learning for pupils.
3. To promote an inclusive approach to the provision of education, taking account of individual needs and circumstances as far as practicable.
4. To encourage a participative and inclusive approach to the decision-making process including, and taking account of, consultation with all its stakeholders.

5. To value staff and ensure that, as key assets, they are enabled to develop their skills, expertise and potential.
6. To work in partnership with individuals, groups, other services and organisations to ensure quality education provision for all within a safe, secure and caring environment.
7. To maintain and continue to raise the standards of educational achievement in Invergordon Academy.
8. To maintain a high quality well-resourced learning environment.

### **Our Key Strengths**

- Most pupils in the school are happy, get on well together and present to visitors as polite and courteous young people.
- Our school has a very positive ethos and a high quality learning environment which is valued by the school community.
- Staff in the school deliver a high level of personal support for pupils which maximises the opportunities for most pupils.
- The staff in the school work hard at trying to improve what they do.

### **Our Priorities For Improvement**

For the session 2015-16 we will focus on the following:

- Developing leadership skills and capacity amongst our pupils and staff
- Broadening the impact of our Enhanced Support programme
- Review the BGE, Senior Phase curriculum and whole school curricular structure
- Improve and develop how we engage parents in their child's learning and life of the school
- Continue to maintain a high profile on learning and teaching

In addition we will

- Work with our ASG to enhance curricular transition through the Big Writing project, Numeracy and Languages 1+2
- Develop a shared approach to improving pedagogy through the use of Learning Rounds.

## The Core Areas of our Practice

This report summarises the strengths of our school and what needs to improve. We gather this information throughout the year in a variety of ways so we can make sure our report is as accurate as possible. We reflect on the progress we have made with our improvement priorities. We take time to compare what we do with national examples of best practice. We visit each other's classes to share standards in learning and teaching. We look at children and young people's work to see how they are progressing. We make use of a range of data and information including attainment results. We gather the views of children, parents, staff and members of the local community. We use all of this information to arrive at our view of the quality of education we provide.

### Improvements in performance

#### *What we do well?*

- The school continues to maintain positive levels of attainment for pupils. In S5 and S6 pupils have performed better than our virtual comparator at all levels and the bottom 20% in S4 perform better. Attainment by deprivation shows a positive performance. In S4/5/6 there was a strong performance in a number of subjects. The number gaining 5 qualifications at Higher continues to improve. Positive destinations remain steady and in line with our virtual comparator.
- The very positive ethos of the school remains central to what we do.
- The school maintains very low exclusion levels and therefore ensures pupils get the best opportunity to achieve their potential.
- The improvement plan continues to be the main vehicle for change/improvement in the school. The agenda for change takes a collegiate approach.
- The school continues to provide a good range of opportunities which develop pupils on a personal level and social level.

#### Evidence

- Insight data
- Pupil questionnaire data
- Parent questionnaire data
- SIP
- Wider achievement info

*What do we need to do better?*

- Review literacy and numeracy attainment at levels 4 and 5 in the senior phase
- Ensure all pupils have the opportunity to gain a full set of qualifications relevant to them.
- Review presentation policy in some areas to maximise attainment.
- Target setting – Improve the quality of information, discussions and outcomes to motivate pupils
- Closer monitoring in the Senior Phase to ensure positive destinations and extend the use of training and voluntary placements
- Continue to increase the recording, accreditation and recognition of achievement.

**Learners' experiences**

*What we do well?*

- Most learners are motivated and engaged in their learning.
- Learners play an active part in most courses at all levels.
- Learners receive good quality verbal feedback in most lessons.
- Almost all learners make a positive contribution to the school.
- Almost all learners feel they are treated with equality, fairness and respect.
- Almost all learners are satisfied with the provision made by the school.
- Almost all learners feel safe, nurtured, healthy, achieving, active included, respected and responsible and we work hard to ensure this approach is developed across the school.

Evidence

- Pupil surveys
- Faculty reviews
- Focus group responses
- Class visits
- Insight data
- Parental surveys
- Discipline statistics
- Staff feedback
- Attendance figures
- Positive destinations data

*What we need to do better?*

- Continue to improve the quality of learning and teaching through CPD, sharing good practice with an emphasis on active learning
- Increase the opportunities for recognising and celebrating wider achievement.
- Continued development of Learning Conversations to improve feedback.
- Improve impact of homework and related feedback.
- Audit pupil involvement in whole school activities to target areas for improvement

## Meeting learning needs

### *What we do well?*

- We match learning activities in most classes to the needs of individual learners and groups with differing abilities or aptitudes.
- Our tasks, activities and resources provide appropriate support and challenge to enable most learners to maximise their progress.
- Our courses and programmes meet the varying needs of learners. The pace of learning is appropriate for individuals in most lessons.
- We identify, review and evaluate learners' needs including those for lower attainers whose needs are significantly different from those of their peers.
- We take positive and proactive steps to ensure that factors such as the learning environment, family circumstances, health needs or disability, or social or emotional factors which may hinder learning are promptly identified and addressed effectively. Learning support staff and partner agencies in our school provide valuable support and advice to staff and individual learners and contribute towards meeting learning needs.
- Individualised educational programmes and coordinated support plans contain appropriate learning targets for our learners. We involve parents and learners well in reviewing learners' needs and learning plans.
- Enhanced Support Plan will ensure all pupils have opportunity to reflect meaningfully on their learning and plan for next steps.

### Evidence

- Classroom visits
- Course plans
- Tracking & Monitoring
- Benchmarking data
- Self-evaluation
- Pupil/parental feedback
- Departmental meetings

### *What do we need to do better?*

- Key teachers to have greater responsibility and opportunities to work more closely with departments
- More systematic monitoring of the processes by which Form 1s are being used to ensure consistency across the whole school
- Ensure differentiation takes account of all learners, including the more able.
- Improve differentiation in mixed ability classes
- Improve strategies for challenging the more able pupils
- Increased opportunities to develop transferable skills

## The curriculum

### *What we do well?*

- We have a clear curriculum plan with a single cohort senior phase.
- A high level of choice with flexible pathways is delivered in S3-6.
- We have implemented a range of programmes to meet the needs of pupils - S6 Leadership, Fit4 girls, Sports Leaders, Young Ambassadors, ASDAN, Dynamic Youth Awards, Youth and Philanthropy Initiative, volunteering, Skills for life, learning and work programmes.
- We have a strong transitions programme at all the points of change for all pupils.
- The curriculum is reviewed regularly and adjusted to take into account developments. This is discussed regularly at all levels.
- The curriculum provides appropriate experiences, outcomes and progression for our pupils.
- We provide alternative curricula to support pupils with ASN

### Evidence

- Pupil, parent and staff meeting documents
- Option choice forms
- Department, Faculty and Extended Management meeting notes
- Profiles and timetables of those with ASN
- Open Learning and flexible arrangements with neighbouring schools

### *What do we need to do better?*

- Involve all stakeholders more fully in curricular review
- Improve interdisciplinary learning opportunities
- Develop a clearer strategy for the whole school approach in literacy, numeracy and health and wellbeing
- Improve skills for work through greater local partner involvement.
- Improve the curricular element of the P7 transition programme.

## Improvement through self-evaluation

### *What we do well?*

- The school has a culture of evaluating its work and improving its practice.
- The school has a good sense of its strengths, its areas for improvement and the actions that need to be taken.
- The school regularly collects and acts upon data from all partners.
- Self-evaluation data ensures that the school can set out its priorities for the coming session.
- Improving learning and teaching continues to be the core focus of the school's work.

### Evidence

- Self-evaluation calendar
- L & T observations data
- Parental questionnaires
- Pupil focus group data
- Discipline reviews
- Attendance reviews
- Insight data
- Positive destination information

### *What do we need to do better?*

- The school needs to formally collect the views of its partners more often.
- Develop greater clarity between self-evaluation data and improvement actions.
- Develop a systematic method of sharing good practice, including our ASG, for impact.
- Ensure staff are meaningfully involved in the Professional Review process
- Improve the ways in which we measure and evaluate the impact of monitoring and tracking systems.
- Closer links between emerging PRD process and SIP Priorities.

## SECTION 2

### SCHOOL USE ONLY

A closer look .....

<b>QI 1.2</b>	<u><b>Key themes</b></u> <ul style="list-style-type: none"><li>• <b>Financial performance</b></li><li>• <b>Compliance with legislation, and responsiveness to guidance and codes of conduct</b></li></ul>
<p><b>What we do well:</b></p> <ul style="list-style-type: none"><li>• The school manages its finances well.</li><li>• The school regularly maintains a positive financial balance despite recent budget cuts.</li><li>• The school continues to invest in the fabric of building and delivers high levels of resourcing to subjects.</li><li>• Subjects can access additional funding to deliver improvement targets set in their improvement plans.</li><li>• The school works hard at trying to comply with its responsibilities around legislation, codes of conduct and responsiveness to guidance from the authority.</li></ul> <p><b>What we need to work on:</b></p> <ul style="list-style-type: none"><li>• As future budget levels decrease over the coming years and the school roll falls it is vital the school ensures staffing levels are managed carefully to ensure the present positive financial picture continues.</li></ul>	
Date reviewed: 2015	

<b>QI 2.2</b>	<u><b>Key themes</b></u> <ul style="list-style-type: none"><li>• <b>The extent to which parents, carers and families are committed to, and actively involved in, the life of the school.</b></li></ul>
<p><b>What we do well:</b></p> <ul style="list-style-type: none"><li>• The school works hard at maintaining positive relationship with parents, carers and families.</li><li>• Evidence suggests most parents believe the school is doing a good job.</li><li>• The school has a very supportive and effective Parent Council.</li><li>• Almost all parents are supportive of the school when issues are raised around attendance etc.</li><li>• Attendance at parent meetings and school events is positive and has increased over the session.</li><li>• Communication and responses to/from parents has improved through the use of SEEMiS text messaging facility.</li></ul> <p><b>What we need to work on:</b></p> <ul style="list-style-type: none"><li>• Improve parental engagement and involvement across a range of school activities.</li><li>• The school needs to ensure parents have access to information on courses and qualifications.</li><li>• The needs to engage with parents in improving the quality of learning and teaching.</li><li>• The school needs to build a closer link with parent around target setting and supporting pupil progress.</li></ul>	
Date reviewed: 2015	

<b>QI 3.1</b>	<u>Key themes</u> <ul style="list-style-type: none"> <li>The extent to which staff are committed to, and actively involved in, the life of the school.</li> </ul>
<p><b>What we do well:</b></p> <ul style="list-style-type: none"> <li>All staff have a shared understanding about the high standards required to provide high quality learning for pupils.</li> <li>Staff are well motivated and are keen to improve the quality of provision delivered in the school.</li> <li>Almost all staff believe they are valued, consulted and supported.</li> <li>Almost all staff enjoy working in the school and perceive their working conditions as being positive.</li> <li>Staff work well together and with partner agencies.</li> <li>Almost all staff readily engage in a range of CPD.</li> <li>All staff participate in an annual PRD process.</li> <li>Almost all staff play an active role in developing the personal and social development and the health and well-being of pupils.</li> <li>Involving non-promoted staff in the decision making process and offering leadership opportunities.</li> </ul> <p><b>What we need to work on:</b></p> <ul style="list-style-type: none"> <li>Develop a peer buddy system for new staff and update/improve staff manual.</li> <li>The school needs to ensure it minimises the level of stress that staff are feeling because of the implementation of national priorities.</li> </ul>	
Date reviewed: 2015	

<b>QI 4.1</b>	<u>Key themes</u> <ul style="list-style-type: none"> <li>The extent to which the school engages with the local community.</li> </ul>
<p><b>What we do well:</b></p> <ul style="list-style-type: none"> <li>The school has a very positive reputation in the community.</li> <li>The school responds effectively to the small number of complaints it receives.</li> <li>The school works closely with a number of partner agencies.</li> </ul> <p><b>What we need to work on:</b></p> <ul style="list-style-type: none"> <li>Continue to expand opportunities for community engagement with the school.</li> <li>Continue to foster sustainable partnerships with local businesses and other third sector organisations.</li> </ul>	
Date reviewed: 2015	

<b>QI 4.2</b>	<u>Key themes</u> <ul style="list-style-type: none"> <li>The extent to which the school engages with the wider community.</li> </ul>
<p><b>What we do well:</b></p> <ul style="list-style-type: none"> <li>The school has an established Invergordon Academy Business Support Group</li> <li>The school is able to enhance it's facilities and equipment through donations from local businesses</li> <li>The school has IT links with international forums to share good practice in learning and teaching</li> <li>The school has a high profile in charity work</li> <li>A number of staff are involved in work locally and nationally to support the delivery and development of new qualifications</li> <li>The school has eco school status</li> </ul> <p><b>What we need to work on:</b></p> <ul style="list-style-type: none"> <li>Invergordon Academy Business Support Group needs reinvigorated and new members engaged</li> <li>Investigate establishing global links such as school twinning</li> <li>Develop the role of Global Citizenship in the curriculum</li> </ul>	
Date reviewed: 2014	

<b>QI 5.2</b>	<p><u>Key themes</u></p> <ul style="list-style-type: none"> <li>• The learning climate and teaching approaches</li> <li>• Teacher-pupil interaction including learners' engagement</li> <li>• Clarity and purposefulness of dialogue</li> <li>• Judgements made in the course of teaching</li> </ul>
<p><u>What we do well:</u></p> <ul style="list-style-type: none"> <li>• The school has a climate which encourages learning.</li> <li>• Most lessons use well paced learning approaches.</li> <li>• The majority of lessons encourage pupils to be curious and to think critically.</li> <li>• Almost all class lessons are well prepared.</li> <li>• The majority of homework tasks are well planned.</li> <li>• The majority of staff use ICT effectively in their lessons and are continuing to be innovative in its future development in the classroom.</li> <li>• Almost all staff share the purpose of the lessons with pupils.</li> <li>• Most pupils understand what they have to do to improve and become successful.</li> <li>• Most all lessons have clear explanations and build on prior learning.</li> <li>• The majority of lessons allow pupils to take an active part in the lesson.</li> <li>• Most pupils enjoy their learning experiences and make progress.</li> <li>• Pupil feedback is effective in most of the lessons.</li> <li>• In the majority of lessons questioning is skilfully used to stimulate pupil interest, make them thinks and build their confidence.</li> <li>• Staff value, encourage and build on pupil responses.</li> <li>• In most lessons the staff make sound judgements and respond quickly to ensure that teaching meets the needs of individual pupils.</li> </ul> <p><u>What we need to work on:</u></p> <ul style="list-style-type: none"> <li>• To ensure the purpose and success criteria of lessons is shared with pupils in all lessons.</li> <li>• Continue to develop staff capacity to deliver more active learning.</li> <li>• Continue to develop the use of ICT in L &amp; T.</li> <li>• To review the use and outcomes of homework.</li> <li>• To review the use of questioning and feedback techniques in lessons.</li> <li>• To improve pupils ability to be more curious and to think critically.</li> </ul>	
Date reviewed: 2013	

<b>QI 5.7</b>	<p><u>Key themes</u></p> <ul style="list-style-type: none"> <li>• Engaging parents in their children's learning and the life of the school</li> <li>• Consulting and communicating with learners and parents</li> <li>• Dialogue with learners and parents about the work of the school</li> </ul>
<p><u>What we do well:</u></p> <ul style="list-style-type: none"> <li>• The school has strong support from an active Parent Council</li> <li>• We have a clear programme of communication throughout the year for tracking and reporting.</li> <li>• We have strong positive relationships with parents, especially of our most vulnerable pupils, and regular contact.</li> <li>• We provide daily information and contact for parents</li> <li>• We are proactive around any concerns from parents or the community</li> </ul> <p><u>What we need to work on:</u></p> <ul style="list-style-type: none"> <li>• We need to raise our profile in the local news</li> <li>• We need to use more ICT to contact parents on day to day matters</li> <li>• We need to broaden our Parent Council membership to reflect the school community</li> <li>• We need to ensure more documents are in accessible language</li> <li>•</li> </ul>	
Date reviewed: 2014	

<b>QI 5.8</b>	<p><b><u>Key themes</u></b></p> <ul style="list-style-type: none"> <li>• Arrangements for ensuring care, welfare and child protection.</li> <li>• Approaches to and provision for meeting the emotional, physical and social needs of children and young people.</li> <li>• Curricular and vocational guidance</li> </ul>
<p><b>What we do well:</b></p> <ul style="list-style-type: none"> <li>• We have a strong plan for the delivery of the Universal Support entitlement</li> <li>• We share pupil information widely and on a daily basis</li> <li>• There is good access to pastoral support and SMT</li> <li>• P7/S1 transition programme is strong</li> <li>• 16+ transition is individualised</li> <li>• We work closely with partner agencies</li> <li>•</li> </ul> <p><b>What we need to work on:</b></p> <ul style="list-style-type: none"> <li>• We need to improve health promotion, including staff</li> <li>• We need to develop pupil profiling beyond S3</li> <li>• We need to begin the preparation for Higher Education earlier.</li> <li>• We need to ensure achievement opportunities for all</li> </ul>	
Date reviewed: 2014	

<b>QI 6.1</b>	<p><b><u>Key themes</u></b></p> <ul style="list-style-type: none"> <li>• Range, clarity and appropriateness of aims and policies</li> <li>• Coherence of policies</li> <li>• Managing, evaluating and updating policies</li> </ul>
<p><b>What we do well:</b></p> <ul style="list-style-type: none"> <li>• All key partners are committed to the aims and values of the school.</li> <li>• All school policies put pupils first.</li> <li>• They provide key advice to all partners and take account of current authority and national policies.</li> <li>• School policies support the effective delivery of learning and teaching.</li> </ul> <p><b>What we need to work on:</b></p> <ul style="list-style-type: none"> <li>• Involving pupils, parents and the wider community more effectively in the development of school policies.</li> <li>• School policies need to be reviewed in a more systematic way to keep them current.</li> <li>• School policies need to be communicated more effectively to pupils, parents and the wider community.</li> </ul>	
Date reviewed: 2015	

<b>QI 7.1</b>	<p><b><u>Key themes</u></b></p> <ul style="list-style-type: none"> <li>• Provision of staff</li> <li>• Recruitment, appointment and induction of staff</li> <li>• Care and welfare of staff</li> <li>• Recognition of achievement</li> </ul>
<p><b>What we do well:</b></p> <ul style="list-style-type: none"> <li>• The school delivers effective staffing provision for pupils despite cuts in staffing budgets.</li> <li>• The school's recruitment procedures are transparent, planned and systematic.</li> <li>• The school sets high standards of conduct for staff.</li> <li>• The care and welfare of staff is a high priority.</li> </ul> <p><b>What we need to work on:</b></p> <ul style="list-style-type: none"> <li>• Implementing more effective measures to reduce teacher workload, related to both internal and external pressures</li> <li>• Improved PRD procedures to formally recognise and celebrate staff achievements.</li> </ul>	
Date reviewed: 2015	

<b>QI 7.3</b>	<u>Key themes</u> <ul style="list-style-type: none"> <li>• Processes for staff review and support</li> <li>• Training and development</li> <li>• Joint training with staff from partner agencies</li> </ul>
<p>What we do well:</p> <ul style="list-style-type: none"> <li>• All CPD requests are met</li> <li>• There is a clear annual review process</li> <li>• We have a collegiate approach to development work</li> <li>• We work with partner services wherever possible/appropriate</li> </ul> <p>What we need to work on:</p> <ul style="list-style-type: none"> <li>• Ensure the review process is more centred on the individual</li> <li>• Ensure the review process encourages more reflection on practice</li> <li>• Ensure the review process includes evaluation and feedback on the individual's professional learning</li> <li>•</li> </ul>	
Date reviewed: 2014	

<b>QI 8.1</b>	<u>Key themes</u> <ul style="list-style-type: none"> <li>• Clarity of purposes and aims</li> <li>• Working across agencies and disciplines</li> <li>• Staff roles in partnerships</li> </ul>
<p>What we do well:</p> <ul style="list-style-type: none"> <li>• We have strong links with a full range of available agencies, educational establishments and other partners</li> <li>• Pupil needs are represented strongly at inter agency meetings to ensure the best responsibility for pupils</li> <li>• DIGIT has been evaluated as an example of best practice in partnership working</li> <li>• We work with Alness Academy to ensure provision for pupils</li> </ul> <p>What we need to work on:</p> <ul style="list-style-type: none"> <li>• We need more services to work with</li> <li>• We need to strengthen our business links</li> <li>• We need to review who takes responsibility in cases as School is not always the best first choice.</li> </ul>	
Date reviewed: 2014	

<b>QI 8.3</b>	<u>Key themes</u> <ul style="list-style-type: none"> <li>• Accommodation, display and presentation</li> <li>• Provision of resources and equipment</li> <li>• Organisation and use of resources</li> <li>• Arrangements to ensure health and safety, including security</li> </ul>
<p>What we do well:</p> <ul style="list-style-type: none"> <li>• Our accommodation, including corridors and social areas is well kept and well furnished</li> <li>• We have an ongoing programme of painting and environment improvements</li> <li>• Classrooms are well furnished and resourced</li> <li>• Access to ICT is very good</li> <li>• Health and safety procedures are respected</li> </ul> <p>What we need to work on:</p> <ul style="list-style-type: none"> <li>• Innovative ICT solutions</li> <li>• Secure storage for pupils</li> <li>• Social space for pupils</li> </ul>	
Date reviewed: 2014	

<b>QI 8.4</b>	<u>Key themes</u> <ul style="list-style-type: none"> <li>• Data collection</li> <li>• Sharing information</li> <li>• Analysing and using information</li> </ul>
<p><b>What we do well:</b></p> <ul style="list-style-type: none"> <li>• We gather information in a range of ways.</li> <li>• We are using a standardised tracking and monitoring system at appropriate stages throughout the session from S1-S6</li> <li>• We make effective use of benchmarking data across the school.</li> <li>• All key data is shared with staff.</li> </ul> <p><b>What we need to work on:</b></p> <ul style="list-style-type: none"> <li>• Using the information made available from InCAS and SOSCA testing to impact on pupil attainment.</li> <li>• Improve the validity and reliability of judgements in the BGE.</li> <li>• Maximise the use of pupil data.</li> <li>• Develop improved strategies for parental engagement</li> </ul>	
Date reviewed: 2015	

<b>QI 9.1</b>	<u>Key themes</u> <ul style="list-style-type: none"> <li>• Appropriateness and coherence with corporate and community vision, values and aims</li> <li>• Sharing and sustaining the vision</li> <li>• Promotion of positive attitudes to social and cultural diversity</li> </ul>
<p><b>What we do well:</b></p> <ul style="list-style-type: none"> <li>• We have a strong sense of common purpose.</li> <li>• Our aims and values take account of local and national priorities.</li> <li>• The work of the school is based on working towards achieving the school aims and values.</li> <li>• We are fully committed to equality and diversity.</li> </ul> <p><b>What we need to work on:</b></p> <ul style="list-style-type: none"> <li>• We need to ensure that our aims and values permeate every aspect of our work.</li> <li>• We need to look at how to involve a wider range of partners in achieving our aims and values.</li> </ul>	
Date reviewed: 2015	

<b>QI 9.3</b>	<u>Key themes</u> <ul style="list-style-type: none"> <li>• Development of leadership capacity</li> <li>• Building and sustaining relationships</li> <li>• Teamwork and partnerships</li> </ul>
<p><b>What we do well:</b></p> <ul style="list-style-type: none"> <li>• Learning and teaching remain firmly at the heart of our approach</li> <li>• We have a collegiate approach with SMT, Faculty Heads, Extended Management all working closely</li> <li>• Department meetings are given a high priority</li> <li>• A good number of staff have taken part in leadership training</li> <li>• Pupil and staff views are collected to inform the SIP</li> <li>•</li> </ul> <p><b>What we need to work on:</b></p> <ul style="list-style-type: none"> <li>• The school needs to do more to recognise staff achievements</li> <li>• The school needs to ensure all staff have opportunity to take the lead in an aspect of the SIP</li> </ul>	
Date reviewed: 2014	

<b>QI 9.4</b>	<u>Key themes</u> <ul style="list-style-type: none"> <li>• <b>Support and challenge</b></li> <li>• <b>Creativity, innovation and step change</b></li> <li>• <b>Continuous improvement</b></li> </ul>
<p><b>What we do well:</b></p> <ul style="list-style-type: none"> <li>• The school has an established improvement cycle</li> <li>• Departments undertake an annual review which produces targets for improvement</li> <li>• Management are supportive of staff and sensitive to the impact of rapid change in the curriculum</li> <li>• Faculty Heads play a key role in leading and supporting staff.</li> </ul> <p><b>What we need to work on:</b></p> <ul style="list-style-type: none"> <li>• Ensuring real review of improvement project outcomes in measurable terms</li> <li>• Plan for collegiate time to share staff expertise and innovations</li> </ul>	
Date reviewed: 2014	

<b>QI 5.4</b>	<u>Key themes</u> <ul style="list-style-type: none"> <li>• <b>Assessment approaches</b></li> <li>• <b>Planning assessment experiences and activities</b></li> <li>• <b>Use of assessment information to identify and plan future learning</b></li> <li>• <b>Arrangements for recording and reporting</b></li> </ul>
<p><b>What we do well:</b></p> <ul style="list-style-type: none"> <li>• The most assessment activities are well planned and involve high quality interaction with pupils.</li> <li>• A wide range of assessment techniques are used by staff.</li> <li>• Staff respond well to the individual needs of pupils and build on previous learning.</li> <li>• Pupils receive high quality feedback in the majority of situations.</li> <li>• The majority of pupils are learning skills in assessing their own progress and that of their peers.</li> <li>• Parents receive regular and up to date information on their child's progress.</li> <li>• The majority of learners are involved setting learning targets.</li> <li>• The majority of staff use assessment data well to evaluate L &amp; T and to improve practice.</li> </ul> <p><b>What we need to work on:</b></p> <ul style="list-style-type: none"> <li>• Assessment approaches in S1- S3 need to be reviewed to ensure they meet the requirements of the BGE.</li> <li>• Revised standardisation procedures need to be put in place across the school and within the ASG.</li> <li>• Assessment instruments need to be put in place for the Senior school.</li> <li>• Learning conversations need to be embedded into the delivery of all courses.</li> <li>• Further work is required regarding the sharing of pupils wider achievements with parents.</li> <li>• The storage of assessment data needs to be moved to the e1 system.</li> <li>• The school needs to do more to involve parents in the review of reporting procedures.</li> </ul>	
Date reviewed: 2013	

<b>QI 5.5</b>	<u>Key themes</u> <ul style="list-style-type: none"> <li>• <b>Staff expectations and use of praise</b></li> <li>• <b>Learner expectations and sense of achievement</b></li> <li>• <b>Promoting and sustaining an ethos of achievement</b></li> <li>• <b>Staff- learner relationships</b></li> </ul>
<p><b>What we do well:</b></p> <ul style="list-style-type: none"> <li>• The school has a strong culture of achievement.</li> <li>• The school sets high expectations for all pupils.</li> <li>• Pupils respond well to praise.</li> <li>• Almost all pupils are well behaved.</li> <li>• Pupils respond well to being given opportunities to exercise responsibility.</li> <li>• Relationships between staff and pupils are very positive and are based on a climate of mutual and self-respect.</li> </ul> <p><b>What we need to work on:</b></p> <ul style="list-style-type: none"> <li>• Continue to widen the approaches used to celebrate pupil success.</li> </ul>	
Date reviewed: 2013	

<b>QI 5.6</b>	<u>Key themes</u> <ul style="list-style-type: none"> <li>• <b>Approaches to inclusion</b></li> <li>• <b>Promoting equality and fairness</b></li> <li>• <b>Ensuring equality and fairness</b></li> </ul>
<p><b>What we do well:</b></p> <ul style="list-style-type: none"> <li>• The school has an inclusive culture.</li> <li>• All parents and learners are welcomed and school does its best to ensure pupils learning needs are met.</li> <li>• The school works hard to engage with disaffected learners and their families.</li> <li>• Almost all staff and pupils feel a sense of belonging and loyalty to the school.</li> </ul> <p><b>What we need to work on:</b></p> <ul style="list-style-type: none"> <li>• To continue to reduce the barriers to learning for all pupils.</li> </ul>	
Date reviewed: 2013	

<b>QI 6.2</b>	<u>Key themes</u> <ul style="list-style-type: none"> <li>• <b>Active participation in policy and planning</b></li> <li>• <b>Communication and consultation</b></li> </ul>
<p><b>What we do well:</b></p> <ul style="list-style-type: none"> <li>• The school collects information from key stake holders in a variety of ways.</li> <li>• The school works hard at consulting staff, learners and parents.</li> <li>• Despite only having a small number of key whole school policies and school actively reviews all aspects of its work.</li> <li>• All stakeholders are enthusiastic participants in meets organised by the school.</li> </ul> <p><b>What we need to work on:</b></p> <ul style="list-style-type: none"> <li>• The needs to improve the level of feedback provide to all stakeholders</li> <li>• The school needs to improve the level of consultation with partner agencies and other key stakeholders</li> <li>• The pupil role in developing and reviewing classroom practice needs to be improved.</li> </ul>	
Date reviewed: 2013	

<b>QI 6.3</b>	<p><u>Key themes</u></p> <ul style="list-style-type: none"> <li>• Developing, implementing and evaluating improvement plans</li> <li>• Structure and content of improvement plans</li> <li>• Use of management information</li> <li>• Joint improvement planning with partner organisations and services</li> </ul>
<p><u>What we do well:</u></p> <ul style="list-style-type: none"> <li>• The school has a well defined cycle of improvement planning.</li> <li>• Stake holders play an integral part in shaping the improvement plan.</li> <li>• The improvement plan is clearly set out with key implementation dates and staff responsibilities clearly identified.</li> <li>• All staff play a key role in implementing the school plan.</li> <li>• The implementation of the plan is reviewed periodically.</li> <li>• The plan picks up school, local and national priorities.</li> <li>• The plan sets out a challenging improvement targets fro the school.</li> <li>• Good use is made of self-evaluation data.</li> </ul> <p><u>What we need to work on:</u></p> <ul style="list-style-type: none"> <li>• The impact of the plan needs to be monitored carefully.</li> <li>• Further work improvements need to achieved in joint planning in the ASG.</li> <li>• The views of partner agencies need to be considered when putting together the school improved plan.</li> </ul>	
Date reviewed: 2013	

<b>QI 7.2</b>	<p><u>Key themes</u></p> <ul style="list-style-type: none"> <li>• Appropriateness and clarity of remits</li> <li>• Deployment of staff, including partner agencies</li> <li>• Effective teamwork</li> <li>• Communication</li> </ul>
<p><u>What we do well:</u></p> <ul style="list-style-type: none"> <li>• All staff have clear remits.</li> <li>• All teams are empowered, challenged and supported.</li> <li>• There are good lines of communication throughout the school.</li> <li>• All staff with leadership responsibilities are responsive, visible and accessible.</li> <li>• The school has a strong culture of teamwork.</li> <li>• Additional support staff are managed effectively to improve learning of identified pupils.</li> <li>• Additional support staff work effectively with classroom teachers.</li> <li>• Admin staff and other support staff work very effectively.</li> <li>• The school works effectively with other partners to improve pupils learning needs where it is required.</li> </ul> <p><u>What we need to work on:</u></p> <ul style="list-style-type: none"> <li>• Liaison between learning support staff and teaching staff could be improved.</li> </ul>	
Date reviewed: 2013	

<b>QI 8.2</b>	<u>Key themes</u> <ul style="list-style-type: none"> <li>• Sufficiency of available finance and setting budgets</li> <li>• Financial procedures and controls</li> <li>• Management of budgets, including link with education authority</li> <li>• Best value use of finance to support school improvement</li> </ul>
<p><b>What we do well:</b></p> <ul style="list-style-type: none"> <li>• Due to very effective budget management procedures the school maintains a strong financial position despite authority budget cuts.</li> <li>• The school is well support financially by the community.</li> <li>• The school is effective in obtaining outside funding where it is available.</li> <li>• Funding is used effectively to meet local and national priorities.</li> <li>• The very effective budget monitoring procedures delivered by the Admin Assistant ensures the SMT use their time effectively in this area.</li> <li>• The school management of budgets continues to ensure it provides sufficient resources to deliver its improvement priorities and to maintain the fabric of the school.</li> </ul> <p><b>What we need to work on:</b></p> <ul style="list-style-type: none"> <li>• There are no improvement issues at the moment.</li> </ul>	
Date reviewed: 2013	

<b>QI 9.2</b>	<u>Key themes</u> <ul style="list-style-type: none"> <li>• Strategic planning and communication</li> <li>• Strategic deployment of resources</li> </ul>
<p><b>What we do well:</b></p> <ul style="list-style-type: none"> <li>• The school puts the learner at the centre of its improvement agenda</li> <li>• Improving the quality of learning and teaching and improving pupil performance are now well established as key priorities for the school.</li> <li>• A reflective culture exists in the school.</li> <li>• School aims and values are reviewed every three years.</li> <li>• The allocation of resources is made in a transparent manner – based on pupil numbers</li> <li>• Additional resources are allocated to meeting subject improvement plans.</li> <li>• All promoted staff are involved making learning visits to classes.</li> <li>• All learning visits are reviewed by the members of staff involved and appropriate follow up actions taken.</li> <li>• Almost all staff are involved in taking on roles out with the classroom.</li> </ul> <p><b>What we need to work on:</b></p> <ul style="list-style-type: none"> <li>• The profile of the school aims and values needs to be raised with staff and pupils.</li> <li>• Continue to increase the number of staff involved in taking a leadership role out with their classroom.</li> <li>• Further work needs to be delivered on sharing good practice in learning and teaching.</li> </ul>	
Date reviewed: 2013	