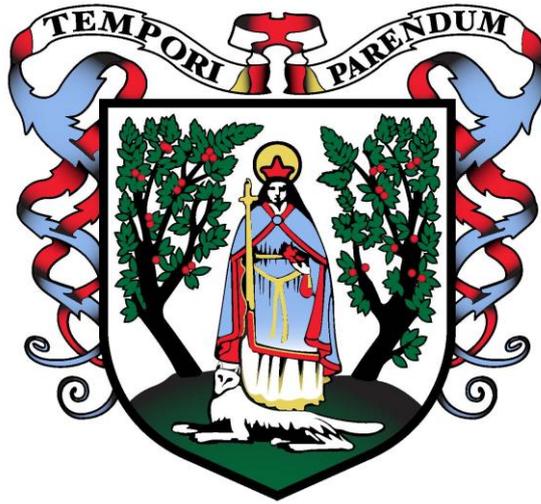


# Stirling High School



## Standards and Quality Report 2016/17





The school is fully committed to meeting the needs of all young people and to providing a wide range of opportunities for all members of our school community. Supporting learning and learners are core responsibilities of all members of staff. Within Stirling High School, there are three houses: Douglas, Randolph and Stewart. Form Class Tutor Group Teachers meet with their form class tutor group every day and ensure that young people and their needs are known very well. Principal Teachers of Pupil Support provide effective, targeted support and guidance to young people throughout their time at the school. Our three Depute Head Teachers are also Heads of House: Miss Allen, Head of Douglas House; Mrs McLoughlan, Head of Stewart House; and Mr MacLeod, Head of Randolph House.



Class of 2017

The school has a broad and balanced curriculum. Pupils in S1-3 follow a Broad General Education programme of study that reflects the principles and practices of Curriculum for Excellence. Towards the end of S2, pupils are able to personalise their curriculum for S3. Choices are then refined at the end of S3 for National Qualifications. There are further option choices at the end of S4 and S5. Pupils in S4-6 embark on National Qualification courses. Pupils in S4 study seven subjects leading to National Qualifications. Young people then take five subjects as they enter S5. In S6, young people usually study four subjects and choose wider achievement opportunities to develop further their skills. All pupils in S1-S6 follow a planned programme of Personal, Social and Health Education, delivered by Form Teachers.



There are seven faculties in the school: Numeracy (Maths and Geography); Citizenship (Modern Foreign Languages, History and Modern Studies); Communication (English and Religious and Philosophical Studies); Science (Biology, Chemistry and Physics), Creative (Art and Design, Home Economics and Music); Business and Technology (Business Education, Technical and Computing); and Physical Education (PE, Fitness and Sport and Extra-curricular).



The Senior Leadership Team consists of: the Head Teacher, three Depute Head Teachers and a School Resource Officer. The Leadership Team includes: seven Principal Teachers of Faculty, three Principal Teachers of Pupil Support and one Principal Teacher of Additional Support Needs. In session 2016/17 the school was staffed with 72 full-time equivalent teaching staff (including probationer teachers). Our team of Additional Support Needs teachers comprises of 4.3 full-time equivalent members of staff of teaching staff and 135 hours of School Learning Assistants/ASN support per week.

There is a wide range of opportunities for personal achievement in the school. There are many extra-curricular activities available throughout the year. There are several successful sports teams, dance groups, music groups, and there are many opportunities for our young people to go on a variety of trips and expeditions locally and abroad. Stirling High School is committed to improving the way we do things and welcome your feedback and suggestions.

### **What is a Standards and Quality Report?**

This report provides an evaluation of the overall quality of educational provision within our school. It shows the positive aspects of our provision and highlights the areas that the school is planning to improve. This report references Education Scotland's How Good Is Our School 4 (HGIOS 4) document and its quality indicators as benchmarks of how well our school is doing.

In session 2016/17, the school had 6 priorities that are evaluated in the next section. Each evaluation is supported by evidence from the school session. This is generated in a planned and systematic way throughout the year. This session we have used a wide range of approaches including:

- Classroom observations - formal and informal
- Young people, staff (teaching and support) and parent and carer surveys
- Young people focus groups
- Staff focus groups
- Parent and carer focus groups
- Data analysis, including Insight
- SQA results
- Discussions between the Senior Leadership Team and Principal Teachers
- Review and improvements led by improvement groups of staff and young people

Information is shared frequently with our parents and carers. Our school website is kept up-to-date and contains all our key information. The school also publishes our Stirling High News e-magazine regularly, edited and published by young people. Stirling High News keeps our community up-to-date with the work of the school, and young people's experiences and achievements that have been celebrated. The school posts regularly on Twitter and Facebook. Our school is regularly featured in the Stirling Observer.

### **Terminology**

In this report the following terminology follows Education Scotland's definitions:

'Almost all' means over 90%

'Most' means 75% to 90%

'Majority' means 50% to 74%

'Less than half' means 15% to 49%

'Few' means up to 15%



A-C passes, something which has never been the case across the authority or nationally.

47.37% of our SIMD deciles 1-3 base centre cohort achieved National 5 compared to 41.6% across Stirling and 38.22% nationally. In Higher English - 100% of pupils we presented from our most deprived 30% achieved an A-D grade. Our A-C passes for these pupils was 18.75% of our base cohort compared to 18.63% across the authority.

### **Numeracy**

From Insight analysis, almost all of our leavers achieve a minimum of level 3 in Numeracy and most achieve a minimum of level 4. In 2016, 100% of our S5 and S6 leavers achieved a minimum of level 3 in numeracy. Numeracy results for leavers in 2016 at levels 3, 4 and 5 were all ahead of our virtual comparator.

Percentage pass rate at National 5, Higher and Advanced Higher Maths is ahead of Stirling Council and the national average.

The percentage of pupils achieving 3rd level in Numeracy by the end of the Broad General Education has increased from 74% in 2016 to 79% in 2017. Working closely with our learning community primary schools to improve consistency of approach in Numeracy has contributed to almost all of our S1 group reporting improved confidence in Numeracy this session.

Targeted interventions in Numeracy have resulted in almost all pupils involved using more advanced strategies in addition, subtraction, multiplication and division.

### **Learning and Teaching**

During this session, there has been a number of interventions that have enriched learning and teaching. These include the dyslexia friendly learner toolkits provided for all classrooms. Working with Sonia Grant from Mindset UK all staff have been introduced to growth mindset and a team of staff, representing several faculties, are developing this using improvement methodology to measure its impact on learning and teaching. From our surveys, we know that most of our young people feel that the school helps them improve how and what they learn. Both staff and pupils feel that young people are engaged in their learning and provided with experiences to meet their learning needs. Most young people and staff feel that young people are confident and engaged in their learning and are being provided with experiences which meet their learning needs. Most of our learners report that they are successful and improving in their learning.

Staff have developed a greater understanding of using Insight data in the the analysis of SQA results. This is informing the next steps in courses delivered in the Senior Phase.

	<p><b>Digital Learning</b></p> <p>Learning is enriched and supported by our effective use of digital technologies. The majority of pupils feel that digital technologies are improving teaching and learning. The majority of S1 pupils are more confident when using digital technologies for learning as a result of having their own chromebook and access to high quality teacher interactions. All S1 classes are supported by Digital Champions – S1 young people who were appointed to offer support and knowledge to teaching staff and their peers. Most staff indicated that they have made good use of digital technologies this session in their teaching and almost all staff stated that digital technology has been a useful addition to their classroom. All staff agree that digital learning is important and all staff are committed to increasing the relevance and quality of digital learning in their classroom. Tutorial sessions have provided pupils and staff with the skills to access and use Read and Write Gold to support learning. Pupils from various subject areas participated in Google Expeditions.</p> <p><b>ASN</b></p> <p>Dyslexia toolkits were distributed to all teachers and were in use throughout lessons to support young people with their learning. Early evaluation of impact is underway and to be carried forward into next academic year.</p> <p>Read Write and Gold programme to support reading and writing has been installed on all Chromebooks. All S1 pupils have been instructed on its use. This has provided positive impact on literacy across all subjects.</p>
<p><b>Next Steps</b></p>	<p><b>Literacy and Numeracy</b></p> <p>Maintain or improve results in literacy and numeracy in the BGE and leavers.</p> <p>Increase percentage of staff who feel supported by a range of moderation activities in literacy and numeracy to more than 90%.</p> <p>Our Literacy Improvement Group will continue to work to share standards and expectations for Broad General Education literacy with a whole school focus using writing support mats and other strategies.</p> <p><b>Learning and Teaching</b></p> <p>Increase the number of pupils who think regular feedback helps them progress.</p> <p>Track impact of Growth Mindset work on pupils’ resilience over session 2017-18.</p> <p>Growth Mindset - Measuring of small tests of change in pupils’ level of independent learning using Improvement Science methodology.</p> <p><b>Digital Technology</b></p> <p>Increase to “almost all” pupils agreeing that digital technology is used to</p>

improve teaching and learning.

Expand the use of Read Write and Gold as a tool to enhance Additional Assessment Arrangements in SQA exams for young people with additional support needs. Pilot group to be established. All new S1 pupils to be tutored on the using Read Write and Gold through their chromebooks.



## Priority 2

<b>School Priority 2</b>	<b>Closing the attainment gap between the most and least disadvantaged children</b>
<b>National Improvement Framework Priority 2</b>	<b>HGIOS 4 QI(s): 3.2 Raising attainment and achievement</b>
<b>Targets</b>	<ul style="list-style-type: none"> <li>● To develop monitoring and tracking in BGE</li> <li>● Develop further personalised support</li> <li>● Create Transition Group to support extended transitions</li> <li>● Consolidation of nurture group with the establishment of a breakfast club to compliment break and lunch clubs. Provision of safe, nurturing environment for vulnerable pupils</li> </ul>
<b>Progress</b>	<p><b>Monitoring and Tracking</b> Our improvement group investigated models for a whole school Broad General Education monitoring and tracking system. We looked at other school approaches but removal of Significant Aspects of Learning and the introduction of new National Curricular Benchmarks along with the development of a national system by SEEMIS, has meant that we are awaiting the national model.</p> <p>Our faculties continue to track progress in the Broad General Education at faculty/subject level, for example, our Communication Faculty has implemented tracking processes throughout the BGE which fits into emerging moderation practices. This information informs specific targeting of pupils to put interventions in place, where necessary. Staff have engaged with literacy and numeracy benchmarks and used these to moderate decisions on achievement of a level</p> <p><b>Reporting</b> Our Improvement Group piloted and evaluated the senior monitoring and tracking system in 3 faculties - Business &amp; Technologies, Numeracy and PE Parents, staff and pupils surveyed with an overwhelmingly positive response. All staff will participate in implementation in session 2017/18</p> <p><b>Profiling</b> A skills based approach was agreed across our Learning Community. This was developed using Glow blogs. Our Learning Community colleagues were supported in using e-portfolio blog as were Stirling High School staff. S1 profiling has been introduced with information shared at Feb 2017 INSET day. All S1 pupils should have made at least one entry in each curricular area by end of term.</p>

	<p><b>Transition</b> Transition group established, with first meeting March 2017. There was a very successful Expressive Arts Transition event on 24<sup>th</sup> January involving all cluster P7 in partnership with the Art, Music and Technical departments.</p> <p><b>Poverty Related Attainment Gap</b> The school produced a report on 'knowing our gap' based on analysis of data from Insight attainment, Scottish Index of Deprivation (SIMD), attendance figures, behaviour and engagement in the life of the school. This led to consultation with staff, our young people and our Parent Council with regard to allocating our Pupil Equity Fund spend.</p>
<p><b>Impact</b></p>	<p><b>Reporting</b></p> <p><b>Pupil Impact</b> Most of our young people felt that they were aware of their progress better with the new piloted reporting system. 85% of our senior pupils indicated this when asked. Most of our young people felt that they knew their improvement targets better with the new reporting system. 76% of our senior pupils indicated this when asked. Most of our young people felt that their teachers had a better knowledge of their progress better with the new reporting system. 88% of our senior pupils indicated this when asked.</p> <p><b>Parental Impact</b> From our survey, the majority of our parents felt that they were better updated on their child's progress with the new reporting system, 59% of our parents indicated this when asked. Almost all of our parents preferred the new reporting system over the annual one, 91% of our parents indicated this when asked.</p> <p><b>Staff Impact</b> From our survey, almost all of our teachers felt the new reporting system allowed them to effectively monitor and track the progress of S4-S6 pupils, 100% of our teachers indicated this when asked. Almost all of our teachers found it helpful to provide parents with a regular update on their child's progress, 100% of our teachers indicated this when asked. Almost all of our teachers preferred the new reporting system over the annual one, 100% of our teachers indicated this when asked.</p> <p><b>Poverty Related Attainment Gap</b> The school has appointed a Principal Teacher of Equity and plans to appoint a home-school Liaison Officer and an Inclusion Support Worker to target interventions to support young people towards closing the poverty-related attainment gap in session 2017/18.</p>

<p><b>Next Steps</b></p>	<p><b>BGE Monitoring and Tracking</b>  Design appropriate whole school BGE monitoring and tracking and reporting system through SEEMiS.  All staff to engage with Curricular Benchmarks.  Begin process of moderation of pupil evidence to inform reporting of levels.</p> <p><b>Senior Phase Monitoring and Tracking and Reporting</b>  Roll out to whole school in session 2017/18.  Review impact with a targeted sample taking account of SIMD, curriculum levels and a range of abilities.</p> <p><b>Profiling</b>  Continue to roll out to S1/S2.  Build in quality assurance of subject teacher delivery.  Build in quality assurance by key teacher.</p> <p><b>Transition</b>  Transition group to continue to meet 3-4 times per year to prepare smooth pathways for young people at points of transition throughout secondary school and beyond.  Evaluate the impact of our nurture initiatives with stakeholders and through this evaluative process drive forward this provision.  Through the nurture group provide guidance to positive role models to support younger, potentially vulnerable, pupils.</p>
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## Priority 3

<b>School Priority 3</b>	<b>Improvement in children and young people's health and wellbeing</b>
<b>National Improvement Framework Priority</b>	HGIOS 4 QI(s): 3.1
<b>Targets</b>	<ul style="list-style-type: none"><li>● To embed further health and wellbeing outcomes across the curriculum</li><li>● To develop whole school behaviour/positive ethos policy</li></ul>
<b>Progress</b>	<p>At Stirling High School, we recognise that inclusion and equality leads to improved outcomes for all learners. From our surveys, feedback from pupils indicated that the majority of pupils feel that they are encouraged to participate in the wider life of the school. Furthermore, almost all staff and most pupils commented that our young people are encouraged and supported to treat each other with respect. The majority of pupils feel they have individual support for their learning and other needs. These findings are based on recent surveys carried out in April/May 2017 with staff and young people.</p> <p>Our Learning and Teaching Improvement Group has worked with Mindset UK to raise staff and pupil awareness of resilience and plan to track the impact of their work on the S1 group over session 17-18.</p> <p>Targeted interventions for a group of 12 disengaged pupils has resulted in almost all pupils involved achieving a positive destination or remaining in school to continue with the programme next session.</p> <p><b>Health and Wellbeing Improvement Group.</b> Our bullying policy has been updated through consultation with stakeholders. Our diversity group started meeting regularly and providing a venue for our young people. We are now registered as a LGBT Youth Scotland Charter school. Staff have participated on awareness training and are developing a plan to achieve Bronze Charter status.</p> <p>PSE materials were developed in line with school needs in relation to diversity and mental health awareness. There have been staff CLPL sessions during inset days and twilight courses in programmes from external agencies to meet current priorities including Growth Mindset and LGBT training.</p>

	<p><b>Behaviour Improvement Group</b>  Targeted work with a small group of S1 boys has been undertaken. The group have consulted and reviewed our promoting positive behaviour through our merit/demerit system.  New positive behaviour policy introduced with our 5 key expectations for all.  Our Cost of the School Day group has enabled targeted interventions leading to increased participation in a number of curricular and extra-curricular events.  Staff in-service training was provided on positive behaviour planning, leading to consistency across school in implementing our behaviour processes.</p>
<b>Impact</b>	<p><b>Health and Well Being</b>  Our staff survey showed the majority of staff were unaware of anti-bullying process. As a result, focus groups of stakeholders are being consulted to inform new bullying policy</p> <p><b>PSE Provision</b>  New materials are being developed, including input from external agencies such as Mindset UK and LGBT Youth Scotland. This will enable support for our young people.</p>
<b>Next Steps</b>	<p><b>Health and Wellbeing</b>  We will implement our new anti-bullying policy and work with parents/carers and young people to evaluate its impact.  ‘See Me’ mental health training will be implemented for staff in session 2017/18.</p> <p><b>PSE</b>  We will evaluate the impact of our new lessons that focus on growth mindset and diversity.  We will continue to survey stakeholders in order to create our priorities for PSE.</p> <p><b>Behaviour Improvement Group</b>  We will evaluate and review our whole school expectations.  We will continue to survey stakeholders on feedback to improve our self-evaluation for improvement.  We will respond to staff/pupil surveys and create appropriate actions to address.  We will promote the use, where appropriate, of positive/individual behaviour planning.</p>



<p><b>Impact</b></p>	<p>Databases are now in place to monitor young people’s progression pathways through school and towards positive destinations. We have planned interventions in place including: bespoke timetabling for targeted pupils and enhanced work and school based learning provision for young people. As a result of our parental engagement evenings, pupils and parents have a greater understanding of potential career pathways and the skills and qualities needed to access these progression routes. Parental volunteers now facilitate work experience placements for our pupils.</p> <p>Young people have a wider choice of Senior Phase qualifications in more relevant curricular areas that develop skills, attitudes and qualities for the workplace and further education, for example, Employability units, ECDL partnership with Forth Valley College, Design Engineer Construct partnership with Turner &amp; Townsend, N5 Retailing partnership with Thistle Centre/John Muir Award.</p> <p>There has been an increasing positive trend in our young people’s positive destination statistics. Our positive destinations in 2014-14 were SHS 93.5%. Stirling Council 91.6%. In session 2015-16, our positive destinations were SHS 95.1%, Stirling Council 92.8%.</p> <p><b>Increased engagement</b></p> <p>Our multi-agency transition group is now in place and meets 3-4 times per year to plan pupil pathways post school. All faculties contributed to a bespoke curriculum for our senior pupils who were not sitting National Qualification exams. These pupils worked in the school and local community and 5 pupils achieved their John Muir Award.</p> <p>All current S5 pupils have achieved a level 4 employability unit and many will go on to complete this award by the end of S6.</p> <p>Links were forged between Forth Valley College Hospitality Team and the Home Economics staff in SHS. This has already resulted in a visit to see the facilities at Forth Valley College in Stirling by our pupils.</p>
<p><b>Next Steps</b></p>	<p>Continue to review and seek out opportunities to provide work-based skills and learning within the curriculum particularly within the BGE to develop resilience skills, attitudes and qualities for the workplace.</p> <p>Analyse evidence sources available to determine the effectiveness of delivery to young people.</p> <p>Fully audit business links with faculties.</p> <p>Embed skills for life, learning and work in a curricular context focusing on the BGE.</p> <p>Embed the work of the Transition group into pupil transition programme.</p> <p>Extend partnership with Stirling Castle to include French and/ or Spanish.</p> <p>Communication faculty to develop feedback approaches to concentrate more on transferrable skills.</p>



## Priority 5

<b>School Priority</b>	<b>Priority 5 The Curriculum</b>
<b>National Improvement Framework Priority</b>	<b>HGIOS 4 QI(s): 2.2</b>
<b>Targets</b>	<ul style="list-style-type: none"><li>● Develop curriculum in line with CFE principles</li><li>● Develop opportunities for depth of learning in BGE curriculum</li><li>● Develop learning for sustainability (LFS)</li></ul>
<b>Progress</b>	<p>This session a new curriculum model was introduced for S3, ensuring that young people had access to their Broad General Education curricular entitlements. New work related course introduced in the Senior Phase including ECDL partnership with Forth Valley College, Design Engineer Construct partnership with Turner &amp; Townsend, N5 Retailing partnership with Thistle Centre/John Muir Award.</p> <p>We have created flexible, curricular pathways to suit the needs of our young people. This has been made possible through partnership working with Forth Valley College to access the SCOTs and ACE programmes and other bespoke courses for our young people.</p> <p>Our new curriculum rationale was completed following consultation with stakeholders. Awareness raising with staff regarding sustainability issues and global goals took place. Our young people began identifying global goals in their BGE curriculum. There has been a raised awareness of links between UN development goals and BGE curriculum amongst staff and young people. Staff have taken part in Developing Young Workforce raising awareness days and are now developing this work in their departments.</p> <p><b>Learning for Sustainability</b> A project led by our Parent Council's Innovation Hub, Plan-Bee and the Thistles Shopping Centre was developed to promote eco-awareness (Learning for Sustainability) and to develop enterprise skills in our young people.</p> <p>There was a successful participation of pupils across all year groups in the SHS Junk Kouture Club led by the Art &amp; Design department. The Junk Kouture project enabled young people to consider re-using and re-cycling in a creative way. Twelve groups of pupils successfully designed and modelled their creations at the Junk Kouture Fashion Show held in SHS in December 2016. Two groups were selected to appear in the national Junk Kouture Fashion Show held earlier this year in the Clyde Auditorium in Glasgow.</p>

	<p>S1 participated in a collaborative project involving Art and Home Economics as part of their contribution to the Confucius Hub. Each pupil produced a tote bag appliqued with a Chinese themed design screen printed in Art.</p>
<b>Impact</b>	<p>All members of staff have raised awareness of sustainability issues and global goals. Curriculum is aligned to the principles of CfE and learner entitlements are now being met. The introduction of new courses has improved opportunities to achieve qualifications relevant to skills for life, learning and work. Progression pathways are more relevant and varied.</p>
<b>Next Steps</b>	<p>Use new curricular benchmarks to review and assess BGE courses. We will investigate ways to increase the development of a range of skills in our BGE to ensure that pupils are fully prepared for the Senior Phase. Provide appropriate Senior Phase progression pathways to ensure pupils are engaged in learning in vocational and academic contexts and are moving towards positive destinations beyond school. To facilitate this multi-agency transition group established.</p>



## Priority 6

<b>School Priority 6</b>	<b>Self evaluation for self improvement</b>
<b>National Improvement Framework Priority</b>	<b>HGIOS 4 QI(s): 1.1</b>
<b>Targets</b>	<ul style="list-style-type: none"><li>● To improve whole school self-evaluation</li><li>● Develop further Pupil Voice</li><li>● Develop further parental engagement</li></ul>
<b>Progress</b>	<p><b>Improvements in whole school self evaluation</b></p> <p>In session 2016/17 we established our annual leadership conference for school leaders that has a self evaluation focus. All staff are members of our school improvement working groups. These groups focus on achieving our improvement plan targets. A new quality assurance calendar was introduced to support a shared understanding of high standards of attainment and self-evaluation.</p> <p>We produced a comprehensive career long professional learning (CLPL) programme for all staff to develop their skills through twilight classes. Our School Improvement Group successfully piloted a programme of peer observation to support the sharing of good practice. This will be implemented with all staff in session 2017/18.</p> <p>Four members of staff undertook in depth training in improvement methodology at Improvement Science In Action Practicum. This will enable staff to train colleagues in tracking the impacts our improvement targets are having.</p> <p>Our Literacy and Numeracy staff have taken part in moderation events at Learning Community level and Local Authority level to agree understanding of “achievement of a level”.</p> <p>Our Numeracy staff have worked together with our Learning Community and Professor Kay Livingston from the University of Glasgow on a programme of peer mentoring to support pupil progression and moderation of standards.</p> <p>One of our Principal Teachers represented the school and authority as a 3rd level Literacy QAMSO - part of Education Scotland’s support for moderation and decisions about the achievement of a level. The good practice from this and previous experience with Education Scotland’s NQAG groups has fed directly into the approach to moderation the school will take forward next session.</p>

	<p><b>Improvements in parental engagement</b></p> <p>Parents and carers are regularly involved in surveys on pupil progress from parents evenings and pupils reports. Our parents and carers invited to be involved in growth mindset and numeracy programmes.</p> <p>Parents and carers have contributed to our curriculum rationale consultation and provided contributions that have fed into the final rationale.</p> <p>Parental views are sought throughout the session via parent/carer surveys and all 'disagree' and 'strongly disagree' responses are followed up by Depute Head Teachers with one to one conversations.</p> <p>Attendance at 2016/17 parent/carer evenings was: S1 - 84%, S2 - 71%, S3 - 74%, S4 - 74%, S5 - 69%, S6 - 51%</p> <p>This session Numeracy workshops were established based on parental feedback. Almost all parents involved in Numeracy workshops this session reported that their confidence in numeracy and in supporting their child was improved.</p> <p>Parental engagement group piloted a survey of S1 parents and identified a targeted group of parents to invite into school to improve engagement around our extended transition programme.</p> <p>Our Parent Council was consulted and contributed to our curricular developments, numeracy work, DYW initiatives and allocation of Pupil Equity Fund spend.</p> <p>120 parents and carers of our senior pupils attended our Future Careers event to raise awareness of pathway opportunities.</p> <p>Our Parent Council led Innovation Hub was launched with successful Winter Fete and our Bee Project is the first initiative in partnership with Thistles Shopping Centre and Plan Bee.</p> <p><b>Improvements in Pupil Voice</b></p> <p>We have conducted the first of our pupil voice events at the end of term. Most young people surveyed felt the Pupil Council was not effective. As a result, we plan to develop a Pupil Voice Parliament to replace our Pupil Councils.</p> <p>Our young people were surveyed and their views have been represented in this report and others.</p> <p>We established Junior House Captains to provide more leadership opportunities and pupil voice platforms for our young people.</p>
<b>Impact</b>	<p><b>Improving self evaluation</b></p> <p>We know that most of our staff understand that self evaluation is an integral aspect of our approach to continuous self improvement. A staff survey reported that a majority of staff felt that they were involved in agreeing school priorities and were supported in engaging in professional learning. However more needs to be done to ensure all staff are part of the process of agreeing priorities.</p>

	<p><b>Develop further parental engagement</b>  We know from results of parental surveys that the majority of parents surveyed are satisfied with Stirling High School. We would like to develop further the opportunities for our parents and carers to be engaged in the life and work of the school.</p> <p><b>Develop further Pupil Voice</b>  From the recent Pupil Survey over 90% of pupils reported that our school helps them to improve how and what they learn. They tell us that the current Pupil Council has limited impact. Our House Captains ran a series of events for pupils based on their requests which have improved engagement with House System.</p>
<p><b>Next Steps</b></p>	<p>Our Improvement Groups will continue to work towards achieving our report progress and impact.  Our Sharing Good Practice pilot will be upscaled across the whole school. All staff will be involved in devising departmental priorities in line with school priorities.  Staff to report impact of their learning (CLPL) on pupil progress through Professional Review and Development meetings.  Quality assurance meetings take place regularly between PTs/Staff, PTs/DHTs and DHTs/HT to evidence activities.  Improvement Science and Action group to report on process of evidencing change.  Parental engagement working group to report on parental survey.  Teaching and learning group to report on effectiveness of parental involvement in Growth Mindset initiative.  Establishment of Pupil Parliament and pupil working groups.  Pupils increased engagement in profiling in S1 and S2 through developing their ability to engage in effective learning conversations.  Development of the roles of Pupil Equity Fund staff. Close partner working with Pupil Support and Additional Support Needs staff to positively engage parents and pupils.</p>

## Key Quality Indicators

Schools are asked to report on progress in four key indicators from Education Scotland's How Good Is Our School 4 (HGIOS4). The indicators are :

- 1.3 Leadership of Change
- 2.3 Learning, Teaching and Assessment
- 3.1 Ensuring Well-Being and Inclusion
- 3.2 Raising Attainment and Achievement

### **1.3 Leadership of Change**

This quality indicator focuses on collaborative leadership at all levels to develop a shared vision for change that is meaningful and relevant to the context of the school within its community. Planning for continuous improvement should be evidenced based and linked to effective self-evaluation. Senior leaders should ensure the need for change is well understood and that the pace of change is appropriate to ensure the desired positive impact for learners. (HGIOS 4)

#### **Developing a shared vision, values and aims relevant to the school and its community**

Our community's vision, values and aims were revisited at the beginning of 2016 with a whole community consultation. This was led by our School Improvement Group who surveyed staff, pupils, parents/carers and then we distilled these into our vision, values and aims statements. On-going work has to happen to ensure these statements are embedded in our practice. These will be re-emphasised at year group assemblies and through our daily bulletin in session 2017/18 and with staff at Inset day training opportunities. In session 2016/17 we spent time analysing data regarding our poverty related attainment gap and shared information on the demographic of the school with all staff and our Parent Council. We have introduced strategies to address the cost of the school day and have consulted with staff, pupils and parents/carers on our plans for the Pupil Equity Fund. These actions have increased our shared understanding of our school's context. Our Parent Council has been active in developing further our Innovation Hub to support entrepreneurial projects that are pupil-led; this began with our winter fete and the first funded project is our BEE Project in partnership with the Thistles Shopping Centre and Plan Bee Ltd. We work alongside a range of partners to support our young people including social work, Barnados, LGBT Youth Scotland, Young Carers and with our community police officer.

#### **Strategic Planning for continuous improvement**

In session 2016/17 our improvement plan priorities were created from the national priorities context and looking at our own needs through our school leadership conference of senior leaders and principal teachers. At the beginning of session 2016/17 this group was expanded to include all staff leading work on our improvement groups. This model of distributed leadership aims to enable leadership opportunities across the school and to ensure sustainability of improvements. There were opportunities for promoted and non-promoted staff to lead projects such as our Raising Attainment Champion, leading digital developments in partnership with SSERC and our Learning Community Parental Numeracy Workshops. All staff joined improvement groups that were tasked with delivering aspects of our improvement plan and reported progress to DHTs throughout the year. All staff are able to contribute to specific tasks in their department/faculty improvement plans and this informs actions for staff as part of their Professional Development and Review meetings. Staff benchmark their progress against the GTCS's Professional Standards. Insight is used regularly to plan improvements in attainment and positive destinations.

#### **Implementing improvement and change**

This session, there has been more consultation with young people and staff using HMIE-style surveys. These have led to further consultation with staff in specific areas that will be addressed as part of next session's improvements. Our young people's views are being sought more and we are at the initial stages

of a Pupil Voice Parliament with the first session in June 2017 ; this is being led by our Pupil Voice Improvement Group. Staff contributed to our revised curriculum rationale and parents provided additional input through consultation. We have consulted widely this year on improvements to our reporting to parents/carers processes. We have also consulted with all stakeholders regarding our digital learning and anti-bullying policy. A key group of staff have been trained in improvement science methodology in order to create impact measurements of our improvements across the school. This will enable us to know how well we are improving. A new quality assurance calendar of activities was introduced in session 2016/17 to enable principal teachers to monitor consistency of standards and to report progress to link depute head teachers. More work needs to take place in ensuring our young people feel they have a voice at Stirling High, as our recent survey shows they feel our pupil council is not effective. This will be addressed in session 2017/18.

## **2.3 Learning, Teaching and Assessment**

This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements.

### **Learning and engagement**

Our children and young people are eager and active participants who are engaged and highly-motivated. Most of our learners report that they are successful, improving and involved in everything the school has to offer. At Stirling High School outcomes in literacy and numeracy continue to improve, this is evidenced by Insight data. Pupils have reported an increase in enjoyment, engagement and confidence in numeracy and literacy and teachers have noted increased confidence in the classroom. We work closely with our learning community primary schools to improve consistency of approach – this has contributed to a smooth transition for our S1 group.

Our new curriculum model was introduced for S3 following consultation with stakeholders. New courses have improved opportunities to achieve qualifications relevant to skills for life, learning and work. Progression pathways for young people are more relevant and varied.

All members of staff have raised awareness of sustainability issues and global goals and several projects are developing pupils' understanding of sustainability and enterprise.

Learning is enriched and supported by our effective use of digital technologies. The majority of S1 pupils are more confident when using digital technologies for learning as a result of having their own chromebook. All S1 classes are supported by peer digital champions.

We have increased engagement with parents by enhancing our information evening provision and holding parental workshops to support understanding of current pedagogy. We had positive feedback from almost all parents attending these events.

### **Quality of teaching**

During this session there have been a number of interventions that have enriched learning and teaching including the introduction of dyslexia friendly learner toolkits and a focus on developing resilience in pupils through the introduction of growth mindset. Most of our young people feel that the school helps them improve how and what they learn, they report that explanations and instructions are clear and are aware of the purpose of their learning experiences. Both staff and pupils feel that young people are engaged in their learning and are provided with experiences to meet their learning needs.

We strive to make use of a wide range of learning environments, including outdoor learning, and creative teaching approaches. Learning is enriched and supported by our effective use of digital technologies. The majority of pupils feel that digital technologies are improving teaching and learning.

As a reflective community we actively seek our young peoples' views on learning and teaching. Their views are valued and used to plan for improvement.

### **Effective use of assessment**

Assessment is integral to our planning of learning and teaching. We use a variety of assessment approaches to allow learners to demonstrate their knowledge and understanding, skills, attributes and capabilities in different contexts across the curriculum.

Across our learning community we use subject networks and moderation events to share expectations for standards to be achieved. Our assessment evidence is valid and reliable as endorsed by external verification. Assessment evidence allows us to report to parents and partners on the progress and needs of all young people. The majority of pupils agree that feedback is regular and helps them to progress.

Systems are in place to facilitate sharing of rich data during key periods of transitions. This ensures all learners are effectively supported.

### **Planning, tracking and monitoring**

In line with national priorities we are currently reviewing our tracking and monitoring procedures. For our senior phase, we have piloted and evaluated a new tracking and monitoring system. Staff, pupils and parents agreed that our new model provides more regular feedback on progress. It also affords more opportunity for early intervention.

From our surveys, most of our young people felt that they were better aware of their progress, more aware of their targets and teachers had a better knowledge of their progress with the new reporting system. Almost all of our parents preferred the new reporting system and almost all of our teachers felt it allowed them to effectively monitor and track the progress of S4-S6 pupils. It will be rolled out to all senior pupils next session.

In the BGE staff are engaging with new curricular benchmarks. Highly successful moderation events have been held with our learning community to ensure consistent standards in literacy and numeracy. A skills based approach to profiling was agreed across our Learning Community in partnership with our associated Primary Schools. All S1 are now engaged in this process. Work on tracking and monitoring in the BGE continues as a national priority – our plans will continue to be developed in line with national guidance. In addition to tracking and monitoring attainment we use an at risk matrix to identify and support our more vulnerable young people. We ensure equitable support through a variety of targeted interventions in literacy and numeracy, through our mentoring programme and to support learners into positive destinations.

### **3.1 Ensuring Well-being and Inclusion**

This indicator focuses on the impact of the school's approach to wellbeing which underpins children and young people's ability to achieve success. It highlights the need for policies and practices to be well grounded in current legislation and a shared understanding of the value of every individual. A clear focus on ensuring wellbeing entitlements and protected characteristics supports all learners to maximise their successes and achievements.

#### **Wellbeing**

Almost all staff and most pupils commented, in a recent survey May 2017, that our young people are encouraged and supported to treat each other with respect. The majority of pupils feel they have individual support for their learning and other needs.

Our Learning and Teaching Improvement Group has worked with Mindset UK to raise staff and pupil awareness of resilience and plan to track the impact of their work with the S1 group over session 17-18. The Behaviour Improvement Group have consulted and reviewed our promoting positive behaviour through our merit/demerit system. New positive behaviour policy has been introduced with our 5 key expectations for all. Our policy from 2013 called 'Promoting Greater Achievement' will be updated and be relaunched next session.

#### **Fulfilment of statutory duties**

All staff took part in Child Protection training in August 2016. Pupil Support and Additional Support Needs staff attended training on the Wellbeing App in SEEMIS. This will be piloted next session with a small group of Stage 3/ Stage 4 pupils with an education plan only. Our Depute Head for Pupil Support has attended ASN Matters meetings to keep abreast of changes to Named Person Service.

#### **Inclusion and equality**

From our surveys, feedback from pupils indicated that the majority of pupils feel that they are encouraged to participate in the wider life of the school.

Targeted intervention for a group of 12 disengaged pupils has resulted in almost all pupils involved achieving a positive destination or remaining in school to continue with the programme next session.

Our Cost of the School Day group has enabled targeted interventions leading to increased participation in a number of curricular and extra-curricular events. Blazers and PE T-shirts have been purchased from this fund for our new S1s in deciles 1-3 or on free school meals.

Our staff survey showed majority of staff unaware of anti-bullying process. As a result, stakeholders were consulted, through a Google survey, to inform our new anti-bullying policy. Our anti-bullying policy, which has been written with advice from Respect me, will be launched in September 2017.

Our diversity group started meeting regularly and providing a venue for our young people. The diversity group collected school community signatures during Purple Day to promote support for LGBT issues.

We are now registered as a LGBT Youth Scotland Charter school. 15 staff have participated on awareness training and are developing a plan to achieve Bronze Charter status.

'See Me' mental health first aid training will be implemented for staff in session 2017/18.

Our PSE materials were developed in line with school needs in relation to diversity and mental health awareness. There have been staff CLPL sessions during Inset days and Twilight courses in programmes from external agencies to meet current priorities including Growth Mindset.

### **3.2 Raising Attainment and Achievement**

This indicator focuses on the school's success in achieving the best possible outcomes for all learners. Success is measured in attainment across all areas of the curriculum and through the school's ability to demonstrate learners' achievements in relation to skills and attributes. Continuous improvement or sustained high standards over time is a key feature of this indicator. (HGIOS 4)

#### **Attainment in Literacy and Numeracy**

At Stirling High School outcomes in literacy and numeracy continue to improve. Insight data shows that attainment of leavers has improved in numeracy and literacy at Level 3, 4 and 5 over the period of 2014, 2015, 2016. In general this has been in line with, or ahead of, our comparator schools. Almost all leavers have attained Level 3 literacy and numeracy. Most staff have reported a shared understanding of "responsibilities of all" in literacy and numeracy. The raising attainment champions' fund provided resources for interventions in literacy and numeracy. Pupils have reported an increase in enjoyment, engagement and confidence in numeracy and literacy and the teachers of the pupils involved have noted increased confidence in the classroom, as is evidenced by our analysis and tracking of the interventions. Numeracy interventions, including parental workshops, supported by the Innovation Fund have resulted in pupils and parents reporting improved engagement in maths and numeracy, with 96% of pupils in S1 report improved confidence in numeracy this session.

There was a targeted increased focus on literacy attainment for Christmas leavers and S5/S6 pupils who had not achieved level 5 literacy. As a result, more pupils have left school with level 5 literacy than in previous years.

Our Raising Attainment For All initiative developed longer term strategies focusing on increasing engagement with pupils who lack confidence with literacy. Increased funding to purchase new books aimed at improved engagement with targeted S1 pupils. We are currently running a pilot programme with 10 S1 pupils aimed at improving literacy confidence, interest and enjoyment.

#### **Attainment over time**

Across the majority of curriculum areas we have raised attainment continuously over time and/ or maintained consistently high standards of attainment for all learners. We have a very positive attainment picture overall, in S4-6 attainment is above our virtual comparator, Stirling council and national comparisons. Our top 20% average tariff points total 2020 which is comparable to the highest attaining schools in Stirling council.

Our staff make effective use of assessments and regular moderation strategies are in place throughout curriculum areas as part of ongoing quality assurance procedures. Our Literacy and Numeracy staff have taken part in moderation events at learning community level and local authority level to agree an understanding of the "achievement of a level".

Our Numeracy staff have worked together with our learning community and Professor Kay Livingston from the University of Glasgow on a programme of peer mentoring to support pupil progression and moderation of standards.

Our Principal Teacher of Communication represented the school and authority as a 3rd level Literacy QAMSO - part of Education Scotland's support for moderation and decisions about the achievement of a level. The good practice from this and previous experience with Education Scotland's NQAG groups has fed directly into the approach to moderation the school will take forward next session.

**Overall quality of learners' achievement**

Young people have a wide choice of Senior Phase qualifications in more relevant curricular areas that develop skills, attitudes and qualities for the workplace and further education. For example, Employability units, ECDL partnership with Forth Valley College, Design Engineer Construct partnership with Turner & Townsend, N5 Retailing partnership with Thistle Centre/John Muir Award. We aim to continue to develop the breadth of our curriculum next session.

**Equity for all learners**

We continue to increase our focus to promote equity of success and achievement for all our children and young people. Our 'Closing Stirling High School's Poverty Related Attainment Gap' report increased our knowledge and awareness of our school learners profile and highlighted areas for continued focus. We recently appointed a Principal Teacher of Equity who will continue this work to promote equity within our learning community. All our learners continue to consistently move into sustained positive destinations with a continued pattern of improvement from 90% in 2014 to 95% in 2017.