

St Modan's High School



Standards and Quality
Report 2017-18
October 2018

St Modan's High School

www.stmodans.co.uk

@stmodanshs



SCHOOL AIMS

In partnership with our families, local parishes and partner Primary schools St Modan's High School aims to create a community of faith and learning where...

- Gospel values sit at the heart of all our policies, actions and interactions
- dignity and respect is accorded to all
- achievements are shared and celebrated
- there is a culture of high expectations and praise
- all are encouraged to grow in wisdom and grace

and where all young people...

- feel included
- are able to access a curriculum which meets their individual needs
- are nurtured, encouraged, supported and challenged to be the best they can be
- make the most of their God-given talents
- are happy

2017-18 School Priorities

In session 2017/18, the school had 5 priorities

- Literacy
- Numeracy
- Developing a community of faith and learning
- Employability
- Leadership

These priorities are evaluated in this document.

Measures Used

Almost all	>90%
Most	75% - 90%
Majority	50% - 74%
Less than half	15% - 49%
Few	< 15%

The purpose of a Standards and Quality Report is to provide a record of our progress with the School Improvement Plan as well as an evaluation of the quality of educational provision within our school. It will show both our strengths and highlight the areas that we are planning to develop. 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.



Literacy

National Improvement Framework Priority

Improvement in attainment, particularly in literacy and numeracy.

HGIOS4 Quality Indicators

- 3.2 Raising attainment and achievement
- 3.3 Increasing creativity and employability
- 2.3 Teaching, learning and assessment

Key drivers for improvement

Teacher professionalism
 Parental engagement
 Assessment of children’s progress
 Performance information

Integrated Children’s Services Plan Outcomes

The attainment gap relating to poverty, additional support needs and looked after children and young people is reduced.
 Raised attainment for all young people leading to positive destinations.

Progress:

Progress on the School Improvement Plan

- The Literacy SIG (School Improvement Group) has created a Policy that has been shared with staff, this will be implemented across the school in session 2018-19.
- “Next level Help Sheets” have been issued to pupils in the Language and Society Faculty, this has enabled pupils to know their current literacy level and help them identify how to make progress to the next level.
- School Library is now an operational lending Library and is popular with pupils at morning interval and lunchtimes. 658 books were borrowed by pupils this year.
- The Language and Society assessment of literacy and subsequent whole school moderation activity has resulted in the majority of staff feeling more confident in their understanding of the standards for in the BGE.
- Teaching staff feel better supported by a range of moderation activities which enable them to engage effectively with literacy and numeracy. (Recent teacher survey shows that 66% of teaching staff agree with this statement compared to 53% in 2017)

Whole school approach to Literacy:

- The presentation code is displayed in almost all classrooms. Teaching staff have a shared high expectation of the standard of written work in their classrooms.
- Faculties continue to have Literacy as a key feature of their improvement plans. There is a representative from each department on the Literacy School Improvement group.
- Faculty examples of good practice.
 - English Department: Good literacy habits for lifelong learning and work are explicitly taught to improve skills for employability.

- Modern Languages: A pupil “Language Portfolio” is used to track literacy in Modern Languages. As a result pupils are able to talk about their levels, strengths and areas for development.
- ACH: There has been a review of the literacy provision within each subject area, course plans have been revised and updated.
- ASN: The accelerated reader programme has been piloted, the results have shown a significant improvement in the reading age of almost all who participated.
- ASN and Autism provision: Therapet, reading aloud (reading with dogs). Data gathered suggests increased confidence levels for both fluency and confidence in reading. Verbal feedback from pupils is positive from all.
- ASN: Increase use of digital assessments. Numbers increased across all appropriate subject areas and has resulted in a decrease in reliance of human readers.
- Autism Provision: continue to develop National Courses in Media Studies and Drama at Third Level to enhance learners’ Literacy skills.
- Social Subjects encourages pupils and parents/ carers to read quality materials in the context of social subjects. “Improved Reading in Social” (IRIS) consists of a selection of articles from newspapers and journals with associated questions on the content and language used.

Impact:

BGE

- Our end of the BGE S3 assessments and teacher judgments for the NIF are as follows.

	% of S3 pupils @ Level 3/4 Reading	% of S3 pupils @ Level 3/4 Writing	% of S3 pupils @ Level3/4 Listening & Talking
June 2016	87%	87%	92%
June 2017	88.20%	86.10%	92.40%
June 2018	92%	92%	93%


- By the end of S3 almost all of our pupils have achieved third or fourth level in listening and talking, reading and writing. In all measures there has been an increase from 2017.

Senior Phase. Progress at N4/ N5 Literacy

- Senior phase percentage of school leavers attaining literacy:
 - Pupils achieving N5 literacy by the time of leaving school has steadily improved over the past five years from 58.2% in 2013 to 82.4% in the 2017 cohort. Leavers achieving N4 has increased from 73.3% to 94.5% and has remained steady over the past few years. Both measures are above our virtual comparator.
 - For the 2017 cohort, the attainment of the most deprived 30% at N5 level is 71% compared to 36% in 2013. N4 level sits at 94% compared to 60% in 2013. Again both measures are above our virtual comparator.

(Source: Insight Data – National Measures S4-6 leavers’ data from Feb 2018)

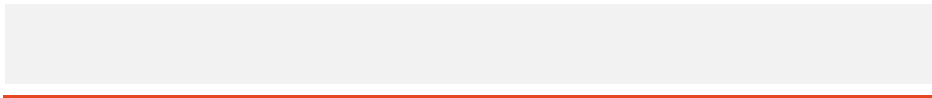
	This is as a result of the English Department setting aspirational but appropriate targets in S4 as well as the ASN team supporting the delivery of N5 literacy to targeted groups of pupils.
Next steps:	<ul style="list-style-type: none"> We will fully implement the whole school Literacy Policy to develop a more consistent approach to literacy across the curriculum. (SIP P2) The Language and Society Faculty will organise appropriate moderation activities on Literacy for all teaching staff. Increase staff confidence in making judgments of pupil levels in Literacy. (SIP P2) The ASN team will extend the accelerated reader programme to target groups. (ASN FIP) We will invite Parents/Carers to take part in a literacy workshop to enable them to support their child with literacy at home. (SIP P2) We will gather and share data on pupils' literacy levels with all staff in order to support learning and teaching. (SIP P2)

	<h2 style="color: #C00000;">Numeracy</h2>
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<p>National Improvement Framework Priority</p> <p>Improvement in attainment, particularly in literacy and numeracy.</p>	<p>HGIOS4 Quality Indicators</p> <p>3.2 Raising attainment and achievement 3.3 Increasing creativity and employability 2.3 Teaching, learning and assessment</p>
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<p>Key drivers for improvement</p> <p>Teacher professionalism Parental engagement Assessment of children's progress Performance information</p>	<p>Integrated Children's Services Plan Outcomes</p> <p>The attainment gap relating to poverty, additional support needs and looked after children and young people is reduced. Raised attainment for all young people leading to positive destinations.</p>
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<p>Progress</p>	<p style="text-align: right;">Progress on the School Improvement Plan</p> <ul style="list-style-type: none"> Numeracy toolkit was created by the Numeracy School Improvement Group. This was shared with all members of staff and provided a useful tool to enable staff in Maths, Science and Technology to deliver numeracy skills in a consistent way. A similar document was created for Parents/ Carers. This was created to enable parents to better support their child with their numeracy skills. The document was sent out to all parents of pupils in the BGE (S1-3) and initial feedback has been very positive.
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- Further moderation of assessment of numeracy levels has taken place in the Maths, Science and Technologies Faculty, staff report that they are more confident in judging pupil levels in the BGE.
- Staff in Maths, Science and Technologies have worked in collaboration to create a numeracy policy. As a result, an improved consistency of language and approach to Numeracy has been applied across the MST Faculty.
- Staff report that pupils have developed more strategies when tackling problems and are completing numeracy tasks more accurately.
- Parental engagement sessions have taken place in the learning community including:
 - Helping with Numeracy Strategies
 - Discussions on the importance of Numeracy
 - Helping their child gain confidence in Numeracy strategies and the opportunity to ask questions about progression paths.

Whole school approach to Numeracy

- The Numeracy SIG have introduced posters in key subject areas for pupils/ teachers to make the link between numeracy across many curricular areas.
- Faculties continue to have numeracy as a key feature of their improvement plans.
- Faculty examples of good practice.
 - Maths- Staff in the Maths department have revised their approaches to teaching numeracy and have a more consistent approach across the department. Maths course plans have been adapted to meet the needs of numeracy in science. Science have collaborated with maths when teaching points relating to statistics and scientific notation.
 - HWB - Lessons on Finance education have been embedded in the HWB curriculum.
 - Art - Lesson plans and worksheets have been developed for scale, pattern, symmetry and geometric shapes.
 - Science - numeracy starter questions have been added to courses in the BGE

Impact

BGE

Our NIF data at the end of the BGE (S3 assessments and teacher judgments) are as follows.

	% of S3 pupils @ Level 3/4 Numeracy
June 2016	70%
June 2017	87%
June 2018	83%

Most of our pupils are achieving level 3/ 4 Numeracy by the end of their BGE. This is a dip on the previous year's cohort as predicted due to their performance in baseline assessments and is expected to increase again next year.

Senior Phase - Progress at N4/ N5 Numeracy

As Maths is not a compulsory subject in S5, almost all students will be expected to achieve N4 Numeracy by the end of S4. This was achieved in 2018 with 89% of our S4 pupils gaining a pass in N4 Numeracy (7% above our virtual comparator).

- Senior phase percentage of school leavers attaining Numeracy:
 - Pupils achieving N5 numeracy by the time they leave school has steadily improved over the past five years from 55% in 2013 to 66% in the 2017 cohort. Leavers achieving N4 has increased from 72% to 92% and had remained steady over the past few years. Both measures are above our virtual comparator. We are above our virtual comparator for N5 for the first time in 5 years.
 - For the 2017 cohort, the attainment of the most deprived 30% at N5 level is 58% compared to 37% in 2013. N4 level sits at 90% compared to 60% in 2013. Again both measures are above our virtual comparator.

(Source: Insight Data – National Measures S4-6 leavers' data from Feb 2018)

The Mathematics Department continues to be aspirational in their expectations of pupils and have given many more pupils the opportunity to study N5 Numeracy in S4 and S5.

Next steps:

- We will continue to develop numeracy across the school and Learning Community. (*Learning Community IP*).
- We will fully implement the whole school Numeracy Policy in order to provide a consistent approach to the delivery of numeracy across Maths, Science and Technologies. (*SIP P2*)
- Maths, Science and Technologies Faculty will organise appropriate moderation activities on numeracy for all teaching staff. Increase staff confidence in making judgments of pupil levels. (*SIP P2*)
- Parents/Carers will be invited to take part in a numeracy workshop to enable them to support their child with numeracy at home. (*SIP P2*)
- We will establish target group(s) to improve numeracy - link to available data and implement agreed intervention strategies for target groups. (*SIP P2*)



Developing a community of faith and learning

<p>National Improvement Framework Priority</p> <ul style="list-style-type: none"> Improvement in children and young people's health and wellbeing. 	<p>HGIOS4 Quality Indicators</p> <p>3.1 Improving/ ensuring wellbeing, equality and inclusion 1.3 Leadership of change</p>
<p>Key drivers for improvement</p> <ul style="list-style-type: none"> School leadership Teacher professionalism Parental engagement School improvement 	<p>Integrated Children's Services Plan Outcomes</p> <p>Health and wellbeing outcomes are improved for children and young people.</p>

Progress and Impact

Vision, Values and Aims

- The revised school vision, values and aims have been shared within the school and the wider community. Almost all (96%) of teaching staff feel that the school's vision and values underpins their work. (Compared to 80% in 2015.) Most pupils can articulate the school's values. A School Improvement group from the Pupil Council produced a pupil friendly postcard to explain the school values. They also delivered assemblies to all year groups on the vision, values and aims of the school. HWB and RE lessons have been updated to reflect the new vision, values and aims.

Chaplaincy

- Almost all staff participated in Chaplaincy events last session. On significant days in the liturgical calendar, whole school prayers were said during PSD. Pupils participated in a number of events including retreats/ youth rally/ NET ministries/ class and whole school masses.

Positive Behaviour

- This year a comprehensive evaluation was carried out on our whole school behaviour strategies. This involved discussions with all staff, teaching and non-teaching. As a result we are now piloting new behavioural procedures that sit alongside our Positive Behaviour Policy. Faculties have a more consistent approach in the language that staff use when addressing young people as well as actions that they take when dealing

with low level behavioural issues. More consistency for the pupils leads to better relationships in the classroom and readiness to learn.

- The positive behaviour group established a whole school approach to recognising positive achievement. The 'wall of wonder' has been created to celebrate the wider achievements of young people and many pupils took part on a rewards trip. This will be reviewed and developed further next session.

Mental Wellbeing

- A whole school approach is being developed by our new Principal Teacher Mental Wellbeing. The HWB programme and assemblies have highlighted the importance of mental wellbeing. "Relationship Scotland" are now part of the PSD team and are offering counselling support to young people, feedback from our pupils has been very positive. 7 members of staff have been trained to become Mental Health First Aiders. This is to prepare staff to support pupils with their emotional and mental wellbeing. The PSD team have also been raising awareness of 'respect me' and the Anti-Bullying Policy through HWB lessons. Pupils are beginning to be better informed of the importance of good mental wellbeing and are aware of where to access appropriate help if required.

Nurture

- Most staff have been trained in the nurture principles. As a result staff use positive behaviour approaches in their classes as well as their daily interactions with young people. All current staff have also been MAPA (Managing Actual and Potential Aggression) trained and are aware of many strategies for maintaining a safe, caring and respectful learning environment.


Leadership

- The Pupil Council groups are now linked to the School Improvement Plan. Most groups reported that this practice was successful last year.

Next steps:

- We will continue to promote and share the school's revised vision, values and aims across the wider school community. *(SIP P1)*
- We will continue to embed the positive behaviour policy and look for opportunities to reward positive behaviour. *(PBL SIG)*
- We will increase the uptake of Caritas in senior school. We will work with our Learning Community to provide progression and opportunities for pupils with the Pope Francis Award. *(SIP P1)*
- We will improve the understanding of the role of the school chaplain in the life of the school and enhance this role further. *(SIP P1)*
- Mental Wellbeing – we will produce a school mental health policy which will help promote positive mental health in all staff and students. Its aim will be to increase understanding and awareness of common mental health issues and alert staff to early warning signs of mental ill health. *(SIP P2/ PSD FIP)*
 - Create a MH protocol allowing staff and pupils to understand correct procedure if a pupil requires support. *(PSD FIP)*
 - Provide support to staff working with young people with mental health issues, for example giving more staff the opportunity to complete the SMHFA training. *(PSD FIP)*

	<ul style="list-style-type: none"> ○ Create a staff team to plan, support and deliver whole school approaches. (PSD FIP)
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	<h2 style="color: #C00000;">Employability</h2>
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<p>National Improvement Framework Priority</p> <ul style="list-style-type: none"> • Improvement in employability skills and sustained, positive destinations. 	<p>HGIOS4 Quality Indicators</p> <p>3.3 Increasing creativity and employability 2.7 Partnerships 2.2 Curriculum</p>
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<p>Key drivers for improvement</p> <ul style="list-style-type: none"> • School leadership • Teacher professionalism • Parental engagement • Assessment of children’s progress • Performance information 	<p>Integrated Children’s Services Plan Outcomes</p> <p>Raised attainment for all young people leading to positive destinations</p>
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<p>Progress</p>	<p style="text-align: right;">Pupil Self Evaluation and Feedback</p> <p>Tracking and monitoring interviews take place with every pupil at least once per year. This is fully embedded and pupils review their progress and set targets.</p> <p>A new profiling system was launched this session designed to encourage more direct input from class teachers. All of our pupil focus group reported that they had all completed their profiles and had enjoyed the process. The majority found it easy to identify their key skills. Most pupils reported that most or all of their class teachers had discussed their profile with them. The majority of pupils were confidently able to link the skills that they are developing in classes with employability and the world of work. Only one pupil identified an area for improvement – they felt the process could be improved if they were able to have 1:1 conversation with someone about their profile.</p> <p style="text-align: right;">Curriculum</p> <p>We continue to work hard to develop the young workforce in St Modan’s High School. This year our Careers Focus Week aimed to engage staff and young people with the CES ‘I can’ statements. Almost all staff now have a good working knowledge of the Career Education Standard. Almost all subject areas have a career focus display to highlight the contribution that subject areas make to the entitlements outlined in the CES. In May, over 40 teachers attended a presentation from Ken Edwards, Skills Development Scotland to launch faculty</p>
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reviews of their curricular plans to ensure that they identify and develop key employability skills.

Our Senior School Curriculum has been reviewed in light of Local Labour Market data and a number of Skills for Work courses have been introduced across the curriculum in response to this. Our students can study Retail, Travel and Tourism, Creative Industries and Sports and Recreation. We have also worked in close partnership with Forth Valley College to deliver Early Education and Childcare, Construction and Energy through our new Vocational Training Centre. Our partnership with Forth Valley College continues to develop through pupil participation in a number of HNCs, Foundation Apprenticeships and the SCOTS programme.

All S1 and 2 pupils have accessed the Vocational Training Centre through the Technical departments new BGE curricular programme. Young people have been developing their problem-solving skills through a practical plumbing unit. This was very well received by pupils who were highly engaged throughout.

Partnerships

We have seen the benefits of staff participation in industry insight placements. Three members of staff participated in May/June 2017 and a further member of staff completed a placement at Blair Drummond Safari Park this year. For example, a very successful partnership has developed between our Art Department, Historic Environment Scotland and the Meet the Maker project following a Placement at Stirling Castle. Our S6 Creative Industries/AH Art students and the Art Teacher have worked collaboratively with three makers, Jo Pudelko (Jewellery), Fiona Hermse (Jewellery) and Alis Le May (Costume Design). This culminated in a fantastic exhibition of their work at Stirling Castle.

We continue to develop our partnerships with local employers, Traditional Building Skills Forum, Concrete Scotland and DYW Forth Valley to offer our young people high quality learning experiences. This year our pupils have participated in Roofing in the Classroom with Rooftech and a Stonemasonry practical skills workshop with Historic Environment Scotland. A group of S3 pupils enjoyed the traditional building skills event in Stirling and then shared their experiences at a reception at the Scottish parliament.

Our Technical Department have launched their Design, Engineer, Construct partnership with WSP.

We continue to work very closely with Skills Development Scotland to support our drive towards developing the young workforce. We have a well-established system for monitoring and tracking our Senior School's future pathways and our regular Positive Destination meetings allow us to highlight concerns and plan appropriate support for our school leavers. An Early Intervention programme of targeted support was launched this session. Twenty-four S3 pupils in SIMD 1 and 2 participated in a 6-week programme designed to improve their motivation to learn and to encourage academic success. These pupils participated in growth mindset workshops, a vocational experience and a focus on healthy lifestyles.

Our ACE programme for S4 pupils not fully involved in this year's exam diet has been developed further. Activities were designed to improve their employability skills and involved input from a variety of partners including Stirling Council, SKATE to success. Some pupils also successfully achieved SCQF accreditation through Scottish Sports Futures in Communication, Goal Setting, Conflict Resolution, Working with Young People, Human Connection and Planning Sports Programmes.

Progression was provided for S5 pupils who had been involved with the ACE programme last year in our More Employable (ME) programme in partnership with Active Stirling. Pupils experience included employability workshops, sports coaching, first aid qualifications and support to apply for the Saltire Award.

Our Future Apprentices of St Modan's (FAST) group continues to go from strength to strength and we continue to see participants successfully secure apprenticeships. Our young people are supported by colleagues from CITB, Diageo, DST, SEPA and FES, to develop their employability skills, interview skills and experience aptitude testing. Participants are also supported to find suitable work placements. 100% of FAST group participants secured a positive destination this year. Include comparison of pupils involved securing apprenticeships

We have further developed the opportunities and support available to our pupils to consider the world of work and future pathways:

- Primary Engineers
- S2 Literacy and Numeracy in the World of Work event
- All S3 pupils received a 1:1 Career Interview with our school Careers Advisor
- CMS Workshops delivered by SDS to all year groups.
- PSHE programme – activities for specific groups: My WOW, Options programme, job seeking skills, work experience, cv and application writing, Higher Education Convention, REACH -personal statement workshops, tracking and monitoring interviews
- Four S5 pupils successfully completed the Career Ready programme which involves a summer internship.
- A group of S3 pupils participated in Breakfast Buzz – developing their soft skills with SMEs in a networking environment.
- Women in Engineering event with Morgan Sindall, Network Rail and Stirling Council.
- All of S5 participated in the Building My Skills Programme
- All S5 pupils introduced to the work of the Crown Office and Procurator Fiscal during SMART afternoon.
- We held our first St Modan's Careers Fair in February with a wide-range of representatives from Local employers, HE and FE. Evaluations were very positive, and this is a welcomed addition to our school calendar.
- PT DYW and Pupils led and delivered a Cowie Careers Event
- Staff CLPL on the variety of opportunities available at FVC through Foundation Apprenticeships.
- Future Pathways workshops held on topics such as: UCAS applications (REACH), College applications (SDS) and Employability (Founders4Schools).
- Flexible Work placements in S4-6.
- Faculty Programmes: Tunnocks Tea Cake, Big Brands, Kettles Koffee, Creating Products Projects, European Day of Languages, Business Dynamics
- Modern Languages Faculty are working with SCILT to work more closely with a business partner.
- Languages for Life and Work Award in Modern Languages.
- Employability Skills embedded in Science Faculty, Modern Languages and HWB curriculum.
- ASN Department have introduced a vocational skills element to their S3 Personal Development course

	<ul style="list-style-type: none"> • Site Visits e.g. Engine Shed, Burger King, Pizza Hut, Whitelees Wind Farm, New Falkirk College Campus site, Central FM
<p>Impact</p>	<p>A key focus of our work at St Modan’s High School is ensuring our young people leave us with a planned positive destination. We continue to see the impact of our work in our positive destination figures.</p> <p>Our 2016-17 data, using National Measures, shows that 92.9 % of our leavers have secured a positive destination; performing on par with our virtual comparator school. Follow up figures indicate that this figure has risen to 95.1%; performing above the national average. Our performance in this area has been improving since 2013. (Source: Insight Data – National Measures Feb 2018)</p> <p>In 2014-15, 26.95% of our leavers entered employment and 7.8% were unemployed seeking work. By 2016-17, 32.97% of our leavers entered employment and only 6.59% were unemployed seeking work.</p> <p>Through our DYW initiatives, we aim to continue to increase the number of our young people who secure a positive destination on leaving school. We also hope to improve our initial performance against National measures to 95% and out-perform our virtual comparator.</p>
<p>Next steps:</p>	<ul style="list-style-type: none"> • We will review profiling and update them to include 'I can' statements from CES. (SIP P4) • We will carry out an audit of CES across Faculties. (SIP P4) • We will continue to development Business Links in Faculty areas. (SIP P4) • We will develop our partnership agreement with HES – pilot programme being run 'Built Environment'. (SIP P4) • School staff will start to deliver SfW Construction course. (SIP P4) • We will continue to develop technical curriculum via VTC and DEC. (SIP P4/MST FIP) • We will embed the Work Placement Standard. As well as review systems and procedures for Work Placement. (SIP P4) • We will increase number of pupils involved in SCOTS, Foundation Apprenticeships and other school partnership courses. (SIP P4)



Leadership

National Improvement Framework Priority

- Closing the attainment gap between the most and least disadvantaged children.
- Improvement in children and young people’s health and wellbeing.
- Improvement in employability skills and sustained, positive destinations.

HGIOS4 Quality Indicators

- 1.2 Leadership for learning
- 3.4 Increasing creativity and employability

Key drivers for improvement

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

Integrated Children’s Services Plan Outcomes

Raised attainment for all young people leading to positive destinations

Progress and impact

Development of leadership at all levels

Our professional reading library has been relocated to our staff corridor to increase visibility and encourage a culture of professional reading. New books have been purchased in preparation for next session. All teaching staff have been introduced to the SCEL Framework as a source for professional learning and a guided professional reading programme has been planned for next session in conjunction with our Educational Psychologist. Almost all staff continue to feel supported in their professional learning.

Following evaluation of our first INSET day with support staff, we produced a separate programme which included professional learning opportunities relevant to their role. Last session, only 56% of support staff felt supported in their professional learning; this has increased to 82%.

Our School Improvement Groups (SIGs) are directly linked to our School Improvement Plan and all members of staff are invited to join one. Our SIGs ensure that the majority of our staff play a part in shaping the future of St Modan’s High School. Involvement in our SIGs also supports the development of leadership capacity by encouraging members to take ownership of SIG tasks. Work still needs to be undertaken to ensure a greater degree of consistency across the improvement work of the SIGs.

We have an increased number of unpromoted members of staff leading initiatives across the school e.g. Probationers in-house programme, Mentoring probationers, profiling, Therapet, accelerated reading, Stirling University ITE programme, Inter-House, Early Intervention pilot, Young Carers, Apprenticeship week, IDL, Dance show, Cabaret and school show. Most of our teaching staff feel that they have the opportunity to undertake leadership roles. However, despite efforts this year, a sizeable minority of our unpromoted teachers still do not feel that this is their case (34%).

	<p style="text-align: right;">Practitioner Enquiry</p> <p>All probationers completed a practitioner enquiry as part of their probationer programme. Significant work is still to be undertaken to support staff to develop their understanding of practitioner enquiry and embed this in our culture of professional learning.</p> <p style="text-align: right;">Induction programme</p> <p>We have successfully established a new staff induction programme and prepared a comprehensive welcome pack. This sought to familiarise staff with key aspects of our school ethos, systems and procedures. This has been evaluated and improvements planned for next session.</p>
Next steps:	<ul style="list-style-type: none"> • The Induction programme will be updated for 2018. • We will implement CLPL Pathway for unpromoted teaching staff (OSIRIS). • We will explore further leadership opportunities for unpromoted members of staff. • We will continue to develop CLPL opportunities for Support staff. • DHT Link role for SIGs will continue to coach leads and monitor progress.



Progress and Impact of Pupil Equity Fund

The purpose of the Pupil Equity Fund is to assist financially with the school's efforts to close the poverty related attainment gap. The quantity of funding is based on the number of pupils with free meal entitlement and SIMD 1-3. St. Modan's High School received £ 84,000.

It is the intention of the Scottish Government that Headteachers have the discretion to allocate the additional funding to meet the individual needs of their respective schools. Consequently, an addition to the school improvement plan was formulated which outlined the intended strategies and initiatives the school would adopt to bridge the attainment gap.

An audit of attainment across Numeracy, Literacy and Health and Well Being highlighted key areas which could significantly improve pupil attainment opportunities.

In summary, the funding spent last session has had a positive impact in improving the attainment of the groups it was designed to support. Evidence for this is clear in the improved reading age of the pupils involved in the Accelerated Reader's program and the quantity of pupils now accessing curricular areas such as Home Economics which were avoided due to a cost imperative. The school purchased a stock of school uniform to support pupils that were not attending school due to uniform issues. These pupils now feel included and supported while at school. A counselling initiative was so popular that a waiting list soon was necessary. It has been extended for next session.

A detailed account of the spending can be found in the "PEF Evaluation" document produced at the end of the session.

Wider Achievement

St Modan's High School aims to develop young people in a holistic manner, spiritually, intellectually, socially, morally.

In order to do so we recognise the importance of a strong support culture across all areas of the school and the need to provide more for young people than academic attainment.

Throughout session 2017-18 young people at every level were provided with a wide array of opportunities for wider achievement – a small number of which are captured below. We also improved our record with regards to recognising and celebrating achievements using our school Twitter account, individual department twitter accounts, highlighting successes over the school tannoy and celebrating individual successes through assemblies, newsletters and our annual Awards Ceremony where awards for personal achievement equal the number given for academic attainment. We have also introduced our St Modan's Wall of Wonder. Pupils can be nominated for the wow by their friends, teachers or parents through the #stmwow hashtag on Twitter.

Modern Languages

In the coming session, we have a group of 10 pupils who will support the department in classes, with lunchtime clubs and who are aiming to organise a parent information session with our partner primary schools. For a number of years, we have organised a cultural trip to Paris for 45 S2 pupils. This trip is always very popular and the young people who attend always have an exceptional experience. With the introduction of our "Pupil of the Month" awards system, pupils are recognized for their talent, participation and positive attitude towards Modern Languages. Pupils' talent and achievement is always recognized at the annual Awards Ceremony. For a number of years we have been looking at creating a specific ML themed award, and this remains a key aim of the department. We are considering working with SCILT and our new business links to create this award for the coming year.

Arts, Culture and Health

ACH Faculty will continue to enhance the opportunities for pupils to engage in learning out of the classroom.

Opportunities include: Primary Transitions, IDL Projects, Open Afternoon, Trips and excursions, Discos, Ceilidh, Life Skills, Leadership Programme.

Music- Ukulele, Choir, Links with Big Noise, School concert, Music Tec. Club.

Art - Textiles club, Photography, RSA Art Competition, Junk couture P6/7, Art link, Glasgow Museums Art competition

PE - Sports Days, Junior Games Girls' Sports Club - Increasing S1/2 participation in sport, Race for Life, Rugby, Athletics, Dance - Dance Leaders in S6, Forth Valley Dance Competition, Basketball, Badminton, Gymnastics - participation in Gymfest, Judo, Football

Home Ec - Cookery Club, Health week, Healthy Breakfast.

Social Subjects

Social Subjects has put into practice the broad definition of the curriculum as “the totality of the learning experiences”. Not only within the classroom but in the wider school community Social Subjects has played an important part.

- Bi-annual trip to the Battlefields of WW1
- London Theatre visits
- Lead in School Shows
- Lead in school cabaret
- Trip to Titanic in Belfast
- Visits to Royal Highland Show
- Visits to Scottish Parliament
- Trips to Edinburgh German Market/Dungeons
- First World War experience in school
- Rwanda Day as part of SMART
- After school badminton and five-a-side football participation

Autism Provision and ASN

Annual Residential trip, Autism Provision Burn’s Supper, Autism Provision Macmillan Cancer charity work, Greenroutes projects, Autism Provision Tiny Farm

Maths and Technologies

We have for the coming session, 10 ambassadors within the faculty; working with younger pupils to enhance their skills in Numeracy, Computing and Graphic Communication. Pupils’ achievements are recognised at the annual awards ceremonies and work is displayed in the faculty. Many pupils attend lunchtime or afternoon support clubs and supported study classes. Recently worked closely with major employers WSP and Heriot Watt University in delivering a “Design, Engineer, Construct” day for our S2 pupils, something that we are continuing with in our new S2 courses. On a weekly basis we have a robotics club and STEM clubs that run. We have close links with primary schools and have had two competitions running for P7 pupils this session; the primary maths challenge and the primary engineer’s competition. We have also taken a group of pupils to the engine shed for experience of traditional building skills.

English and RE

Pupils participate in the wider life of the Faculty. Many attend lunchtime clubs and afterschool activities including: Into Film Club, Denny Homework Club, Supported Study, Book Fair, Stirling Uni/ Mitchell Library trip, Theatre events. Annual Faculty prizes give particular recognition for their talent or participation in our faculty. Platinum reading prize in S1/2. All S3 pupils participate in YPI and senior pupils can achieve the Caritas Awards.

Science

The department has an Eco club with members from all year groups in the school. They meet regularly and are working towards a green flag for the school. The chemistry department take part in the annual Top of the Bench competition. This year the team won first place. Two of our senior students took part in Nuffield project last summer. These students worked with University Professors on investigative work. We have organized science trips to Iceland.

Leadership opportunities

Ambassadors for Scottish Year of Young People, Saltire Awards, Volunteering awards, Leadership qualifications, Pupil Council, S1 Buddys, House Captains.

School events and other opportunities include Royal Stuart Ball, Valedictory Dinner, Cabaret, Charity Fundraising, SCIAF, Let the Children Live, Mary's Meals, Lasallian, S1 Coin Challenge, Chaplaincy events throughout the year. The Dennis Canavan Award. Young Carer's support club. FAST Group, Career Ready, Work Experience, Skills development at FVC, Duke of Edinburgh Awards – Gold, Silver, Bronze. Dalguise.



Comments from pupils on learning and teaching

Pupil Comments on learning and teaching:

June 2018

How helpful is the written and or oral feedback we get from our teachers?

Teachers always take time to give us accurate and helpful feedback.
We always get written feedback.
Regular class tests and homework show our ability in the subject.
Teachers are good listeners.

How easy is it for us to know the progress we are making in school and be able to share this with our parents / carers?

We know this through report cards, parents evening and tracking.
Regular class test and feedback in the subject shows our ability.
We have reports and parents evenings often.
Notes in our jotters.
Compare exam results, prelim results and test results, parent's evenings and reports.

To what extent do we use digital technology to support learning? Could this be improved?

Would like to use for more than assignments, use technology to have all teachers post notes online for revision.
More ICT use in classrooms to reduce paper waist.
Glow is really useful.
I would like to see more iPads in the classroom.
I like the use of SMH and digital whiteboards in class.
Writing helps you learn better.
Online activities in the majority of subjects.
Not allowed phones and laptops often broken.

How well are we able to describe the skills we are developing through our learning and how we use these out of school?

When mentioned it is really useful and informative.

More life skills e.g. Tax, mortgages, bills, rents and employment.

How do we know our staff take account of our views when planning learning and teaching?

Varies depending on teacher.

Teacher asks for improvements and takes on feedback.

They try to do what's best for the pupils.

They give consideration to our requests.

Teachers need to listen and respect pupil inputs.

How does our school make sure we have regular opportunities to choose how and what we learn?

Teachers give us a lot of opportunities within our learning.

When elected for pupil Council / House Captain.

Language is mandatory in S4 but mostly give us choices.

Could have more choice of what we learn in subjects.

We all get to choose our subjects.

Supportive study, course choice clubs and activities.

Subject choices are sometimes unfair due to columns.

Get an option on how we learn e.g. Films, videos, diagrams, past papers but not to choose what we learn e.g. Topics.

Strengths are FAST group, college opportunity, Foundation apprentices.

Larger subject choice like dance and accounts.

Are we able to learn in a way that suits our needs or is everyone generally expected to do the same thing in the same way?

Like to see different opportunities in classes, teamwork, online.

Depends on teacher / subject.

We have the Base.

We are able to learn in ways that suit our needs.

Supportive towards pupil's ability through the Base etc.

We can do the level that is suitable for us.

We do get options but sometimes they are not that clear.

They give us different ways to learn to suit our needs.

Evaluation of the Key QIs for HGIOS 4

WHAT IS OUR CAPACITY FOR IMPROVEMENT?

LEADERSHIP AND MANAGEMENT - How good is our leadership and approach to improvement?

1.3 Leadership of change

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

Our vision, values and aims were revised during session 2016-17. This was through extensive collaboration and consultation with all stakeholders. Staff, support staff, young people and parents were involved in workshop activities, led by the Headteacher, to determine the revised values. This session a staff team alongside the VVA pupil school improvement group, have created a visual representation of our VVA, and re-written the values in pupil friendly language. The pupil SIG have delivered assemblies to our young people and there has been a focus on our school values during RE and HWB classes. Staff report that they have a good understanding of our vision, values and aims and almost all staff feel that the school's vision, values and aims underpin their work (96%).

The values of the school are evident in our positive behaviour policy, staff have high expectations of pupils in terms of attainment, effort and behaviour and there is an ethos of respect in the learning environments. Staff have knowledge of the nurture principles and are developing an awareness of how adverse childhood experiences can affect a pupil's health, development and progress. Teaching staff demonstrate a clear understanding of the school's social, economic and cultural context. 85% feel that they use information and data effectively to identify and reduce inequalities in children and young people's outcomes.

Our new focus on our school values and our vision of improving outcomes for all learners have ensured that more effective self-evaluation procedures are carried out at all levels. Staff, pupils, parents and partners all understand our aims and are key in delivering change in our school.

Strategic planning for continuous improvement & Implementing improvement and change

All staff are encouraged to participate in the development of both the school improvement plan and faculty improvement plans. Staff focus groups and questionnaires are held for consultation on the improvement agenda. There is a structured process for self-evaluation procedures in Faculties and Principal Teachers are asked to create a Faculty Standards and Quality Report to evaluate the impact of their Faculty improvement plans. Almost all staff are familiar with the documents used for analysis of progress and all staff engage monthly with the HGIOS 4 challenge questions linked to the school improvement plan. All Faculty leaders are familiar with the INSIGHT tool for data analysis and are expected to discuss INSIGHT data and other tools of self-evaluation regularly with members of their Faculties. Faculties are regularly asked to review the subjects on offer in the senior phase and consider the pathways for individuals in their subjects.

Our School Improvement Groups (SIGs) are directly linked to our School Improvement Plan and all members of staff are part of a SIG. This session our 12 SIGs ensure all staff play a part in shaping our future plans and have the dual purpose of development leadership capacity by encouraging each member to take ownership of SIG tasks. We ensure that PRDs are linked to the SIP and that staff are fully aware of leadership roles in the school.

Pupil leadership - we continue to develop opportunities for leadership through House Council, Pupil Council and Leadership in Senior school.

Next steps

- We will ensure that the revised vision, values and aims permeate the policies and procedures of the school and are known by the wider community. (*SIP P1*)
- There will be further implementation and review of whole school strategies to promote positive behaviour with a stronger focus on praise and rewards. (*PBL SIG*)
- We will continue to improve the rigour of our self-evaluation procedures to ensure our improvement agenda is centred around the impact on our learners. (*SE SIG*)
- We will develop a strategic approach to use of data. That will look at continued support for SIMD (1&2) and lowest 20%. We will review how effective our use of PEF money has been in ensuring equity amongst pupils. (*PEF SIG*)
- We will ensure that we are sharing our understanding of the social, economic and cultural context with support staff. (*CP/PC*)
- We will adopt a more consistent approach to self-evaluation for improvement implemented across all faculty areas. We will train teaching to be more confident in the use of INSIGHT so that robust discussions can take place on the strategic direction of the school and future priorities. (*SE SIG*)

LEARNING PROVISION - How good is the quality of the care and education we offer?

2.3 Learning, teaching and assessment

Learning and engagement

Through lesson observations and SMT learning walks, it is evident that there is a positive climate for learning across the school. The vision, values and aims with the 5 golden rules are displayed in all classrooms. In most cases, teachers have high aspirations for their pupils and young people are motivated, engaged and on task. The learning environment in St Modan's continues to be pupil-centred. Through formal observations and Snapshots it is clear that almost all pupils are on task in the majority of lessons. Almost all pupils are engaged in the variety of learning opportunities they are provided with. We ensure that SHANAARI and GIRFEC are always taken into account and believe that positive relationships are beneficial to Learning and Teaching. Almost all of our staff have a clear understanding of any barriers to learning (through communication with PSD staff and the MLN folders). In most classes, pupils are involved

in learning conversations, this will continue to improve over the course of session 2018-19. In most Faculties, pupil focus groups and questionnaires are a firm fixture on departmental calendars. Next session we aim to improve the consistency of self-evaluation procedures across all areas of the school. Pupils have a variety of opportunities to engage in leadership roles in the school. Our senior pupils volunteer to help support the work in departments and develop their own leadership skills and self-confidence. In the coming year, we have a large number of aspiring Modern Language Leaders who will also play a vital role in supporting our Primary Learning Community, we are also developing the role of digital leaders, subject ambassadors and mental health ambassadors. We are regularly celebrating the day to day achievements of our young people. Their achievements are shared on the Wall of Wonder, Twitter and through school/ faculty rewards and recognition procedures.

The majority of young people consider that they are listened to well and that their views are responded to effectively (71% of those surveyed). Overall, they consider that staff are thoughtful, approachable and provide sensitive support and encouragement for them (86% of pupils surveyed).

Quality of teaching

Through observation and pupil feedback, it is evident that lessons are generally appropriately challenging and enjoyable, with a variety of different activities planned. Learning Intentions and Success Criteria are clearly explained at the start of almost all lessons and lesson observations from SMT/ PTs has highlighted some pupils being involved in creation of Success Criteria. There is a range of strategies used to engage learners including individual learning, peer work and marking, group tasks and use of technology. Next session we aim to improve the consistency of our learners' experience in aspects such as pace/challenge and differentiation.

The majority of staff provide effective feedback to young people about their progress through a variety of approaches. Learning conversations/ assessment feedback/ classwork feedback etc. Most staff are adept at intervening early to ensure young people continue to progress appropriately in their learning.

For Digital Literacy week this year all S1 took part in an IDL project to plot the parabolic flight path of a bean bag. This involved taken measurements with laser measurement tools, collecting the data in spreadsheets and using Pythagoras' Theorem and Laws of motion formulae to plot the flight path of the thrown bean bag. Young people use digital technologies to support their classwork and have responded well to a more digital approach this session in planning, recording and responding to homework tasks. The school also introduced a digital platform (Show My Homework) to provide homework activities to young people, providing access at the same time to parents.

Almost all of our staff are understanding when it comes to the needs of each individual pupil. They regularly consult information such as General Information Sheets and Meeting Learners' Needs profiles. Through the use of differentiated materials, we provide a range of activities and tasks which are suitable for all our learners. Behaviour is managed very well in line with whole school behaviour policies.

Effective Use of Assessment

Assessment in St Modan's supports learning by focusing on the process of children and young people moving from where they are in their learning towards their desired goals. Assessment can also be used to identify and plan any support they will need to achieve these goals. Assessment strategies include both formative and summative assessments. Teachers make professional judgements on pupil progress using a mixture of observation in the classroom supported by more formal assessment opportunities. These approaches provide opportunities for all types of learner to be successful. Assessments in BGE are challenging and are increasingly geared towards the necessary skills to be successful in the Senior Phase. Benchmarking is used extensively in the BGE - departments plan their curriculum so as to link each formal assessment opportunity to an appropriate benchmark. Moderation of these benchmarks takes place within departments on a regular basis in many subjects. These assessment judgements are used to inform tracking and reporting information and when writing full BGE reports to parent/carers.

In the Senior Phase assessment tends to be of a more summative nature as young people naturally focus on external certification. INSIGHT data is used extensively across the school to gauge the success of our learning and teaching in preparing young people for SQA assessments and end of year examinations. Departments are becoming increasingly confident in using INSIGHT (following a number of CLPL opportunities) to inform teachers on possible areas for development. The school supports two Prelim exam diets as part of preparation for assessments - more recently these have become more practical in some subjects such as Physical Education and Hospitality: Practical Cookery. Faculties are asked to set SQA targets as part of their reflections on QI 3.2. New qualifications have been offered in recent sessions including Skills for Work courses in Retail and Travel and Tourism. These courses feature ongoing assessments through skills observation and represent a shift in the focus of assessment as our senior cohort changes year on year.

Planning, Tracking and Monitoring

Through moderation activities staff are becoming more confident in using information to make judgements about levels. The current whole-school system (based on the SEEMIS Tracking and Monitoring Module) is inflexible to our needs, and for the BGE in particular. -The school is looking at alternative external providers to create a much more refined and customisable framework which has a greater impact on learning. Learning conversations are a key fixture in most departments. Tracking data is used to highlight and take action on pupils who are 'off-track'. This includes pupils who are 'off-track' in terms of effort, behaviour or homework in the BGE as well as pupils in the senior phase. Follow-up discussions and identified actions are regularly put in place to support these pupils in their learning. Other than the accelerated reader programme in S2 and the early intervention group in S3 we are keen to develop clearer interventions which are likely to impact directly on attainment in Senior Phase - this is an area that we are will address as a school in session 2018-19.

Next steps

- Learning, teaching and assessment will be a main priority for the 2018/19 session. *(SIP P2)*
- Our Learning and Teaching Policy will be updated and we will create a St Modan's Standard: Learning and Teaching, as well as a toolkit to support the policy. *(SIP P2)*
- Our St Modan's Standard: Learning and Teaching will be used to drive reflection and improvements in learning and teaching
- We will provide a high quality CLPL programme with a focus on pedagogy. *(SIP P2)*
- We will enhance opportunities for 'Pupil Voice' to evaluate Learning & Teaching. *(SIP P2)*
- We should build on opportunities provided by digital technologies and develop pupils' digital literacy skills, ensuring that all pupils have access to technology no matter what their circumstances are. *(SIP P2)*
- We will review the pace of learning in classrooms particularly for the most able-learners. *(SIP P3)*
- We will further embed the Positive Behaviour Policy into daily practice and ensure a more consistent approach throughout the school community. *(PBL SIG)*
- We will continue to review and update our whole school/ faculty assessment and tracking procedures. *(SIP P2)*
- We will review the use of tracking data in the BGE to evidence how pupils can build on prior learning and help them make informed decisions about their future curricular path. *(SIP P2)*

SUCESSES AND ACHIEVEMENTS - How good are we at ensuring the best possible outcomes for all our learners?

3.1 Improving wellbeing, equality an inclusion

Wellbeing

The school's strong nurturing and caring Catholic ethos permeates all aspects of school life and promotes and develops the wellbeing of its young people. This is demonstrated through the commitment of staff and partners to establishing positive relationships which support improvements in health and wellbeing.

Almost all staff have sound knowledge and understanding of the needs of their learners and the local community. PSD staff make good use of intelligence gained through partners such as Community Police, Social Work and the Educational Psychology Service.

Pupil Support Structure

The PSD Faculty promotes wellbeing effectively across the school. Our PSD/House system lends itself to ensuring pupils are supported across the whole school and have a dedicated member of staff that is responsible for their wellbeing (PSD teacher). This appointed member of staff will, where possible work with pupils from S1 until pupils leave school. PSD staff are the first point of contact for parents and pupils. All PSD staff are supported by a Head of House (PT PSD). Our PSD teachers are actively involved in supporting the wellbeing of the pupils in their PSD class by: leading tracking and monitoring sessions; the

options process and course choice interviews and positive destination interviews. Time is made available in the school day to facilitate this process and ensure that CfE entitlements are met. This means that PSD staff know pupils in their PSD classes extremely well and hence can support wellbeing by being alert and recognising any changes in how pupils present, and pupils feel comfortable in talking to staff. Work was undertaken last session to update the PSD handbook, clarify the roles and responsibilities of the PSD teacher and clarify the Leadership responsibilities of the PTs. PTs PSD also offer drop-in training sessions for all PSD staff.

Pupil Voice

We ensure that all pupils are aware of the Wellbeing Indicators as we regularly use Wellbeing Webs to engage pupils in assessing themselves under the SHANARRI headings. This allows staff to gauge how pupils feel and who may need support. This is done at least twice per year and happens more frequently with Staged Intervention pupils. This proves a useful way of gathering pupil voice for TAC meetings. As a faculty, we are looking to improve on collating the responses from Wellbeing Webs and evaluating our PSD support structures more frequently through feedback from staff, pupils, parents and external agencies.

There is a timetabling commitment that, whenever possible, the PSD teacher or Head of House delivers the Health and Wellbeing curriculum. This happens in almost all classes in the BGE. This encourages buy-in, improves the learning and teaching in HWB lessons and again offers opportunities to develop stronger relationships. In an evaluation with our new S1 pupils in February about their start in S1: the majority (76%) felt that their class teacher knew them well with almost all (92%) said that they felt safe and happy at St Modan's.

ASN and PSD staff identify needs early through: the P6/7 transition programme; collaboration with primary colleagues; transfer of information sheets; a coordinated programme of classroom observations in the first term of S1. ASN staff seek out a range of evidenced based solutions which are sensitively and successfully removing barriers to learning for individuals and groups of pupils. Examples of this have been: the introduction of Read and Write Gold; use of chrome books; literacy and numeracy support groups; in-class support.

Mental Wellbeing

A Principal Teacher of Wellbeing (with a focus on Mental Health) has been appointed, using PEF funding, as we recognise that mental health is as important as physical health. In an average classroom, three children will be suffering from a diagnosable mental health condition. We recognise that the majority of young people will recover or learn to manage their symptoms, especially if they are supported early on, and we are committed to providing a warm and stimulating environment to support healthy development.

Pupils currently have access to mental health lessons within the BGE, including a unit on self-harm in S3. Learner feedback on this unit is very positive. More specialised help exists within the school to support pupils when specific need arises, e.g. Seasons for Growth, counselling service, young carers' group, nurture group and Every Step programme.

Last session we ran two Seasons for Growth Groups (one senior; one junior), two Every Step groups, a Nurture group (Oct-May), Nurture Breakfast club (May-June) and a Young Carers' group all year.

<p>Nurture Group and Nurture Breakfast Club</p>	<p>When asked if they enjoyed the activity: 100% of pupils stated that they 'strongly agreed' with this statement.</p> <p>When asked if they felt that the activity has improved their skills and made a difference: 80% 'strongly agreed' and 20% 'agreed'.</p> <p>One participant commented: "It was good to make new friends."</p>
<p>Young Carers' Group</p>	<p>100% of pupils who attended the school's Young Carers' Group reported that 'The school made them feel supported with their caring role'</p>

Some pupils also had direct 1:1 support through the PSD extended team or the school counselling service. We had 12 hrs counselling a week for 40 school weeks. Over the course of the session 40 young people accessed the service at least once. Some pupil comments on their experience of the counselling service include:

"Counselling has given me the ability to open up and the confidence to talk about myself". (S5 Male pupil)

"I'm a different person now. A better up-graded version of me." (S6 Female pupil)

"I feel a lot happier, a lot less stressed and more confident." (S3 Male pupil)

Fulfilment of statutory duties

Staff have engaged in professional learning in key areas of Child Protection, 'Getting it Right' and ASN. This has included mandatory CP training, PREVENT on-line learning, GDPR on-line learning and two sessions with EPS on the Resilience Matrix. This training has impacted positively on the quality of the service provided to young people and their families.

Inclusion and equality

Using PEF funding, we have introduced the role of Teacher of Excellence and Equity. This role is to support a target group of high tariff pupils. The role was created in line with the National Improvement Framework to provide enhanced support for those at risk of not achieving due to specific adversities within their lives. Some of the key priorities that have been agreed through this position are:-

Priority 1: Working closely with PSD/ASN/Faculty teams to ensure exclusion is only used as a last resort, supporting young people to adhere to the Positive Behaviour policy and supporting and measuring the impact of interventions to minimise the risk of exclusion.

Priority 2: Plan, deliver and evaluate an early intervention Programme for pupils from SIMD 1 and 2 and at risk of underachieving.

The Early Intervention programme ran for twelve weeks, with the support of a Mindset Coach, and feedback from pupils was exceptionally positive. Pre-intervention pupils reported through 1:1 interviews and scaling exercise that their level of motivation towards learning in school was on average 6.36/10 – some as low as 4/10. Post-intervention the pupils were re-assessed on their level of motivation. On average it had risen to 8.44 – some as high as 10/10. This measurement was adapted from a rubric scale.

Additionally, the level of achievement recorded by pupils on their Wellbeing Web was on average:

- Pre-intervention 6.12/10
- Post -intervention 8.48/10.

24 pupils completed the 12 week course and staff involved provided very positive feedback:

“I am overwhelmed at the success of this course and the investment of time and the approach of all involved definitely improved the belief in the pupils’ ability to learn and embrace change.”

“I thought this was good and a creative way to support young people but the significant amount of evidence which shows an increase in motivation, achievement and attendance is exceptional”

Priority 3 Closing the attainment gap by mentoring

Some of the strategies being offered with varying levels of success are noted below:

Soft starts: used effectively by 3 key pupils throughout the year and noted by EPS and SISS as having a positive influence. Other strategies and supports include: Flexible curriculum packages, Home visits, Growth mind-set training, Mentoring, Positive Behaviour Plans. This work has been completed through effective collaboration with EPS and SISS.

Staff training took place on QI3.1 in the November inset days that focused on improving staff knowledge and understanding of anti-bullying, safeguarding, young carers, counselling service, Seasons for Growth. Staff evaluations taken at the time:

Level of knowledge and understanding of the supports available and what each support can offer	Following the workshops
	Very Good(4-6)
Young Carers	92%
Mentoring Programme	90%
School Counselling service	90%

Nurture Intervention	95%
Seasons for Growth	91%
Anti-Bullying protocol	94%
Level of understanding of your responsibilities in relation to safeguarding of our young people	100%

Staff feedback included: “This was very insightful...this was very interesting indeed”; “nurture was excellent as good and clear presentation and could hear how pupils were benefiting from this activity”.

All school staff have been offered training in Management of Actual or Potential Aggression by HT of the Stirling Inclusion Support service. 88 members of staff from various roles within school attended training.

Staff feedback was very positive. When asked if “The programme content was relevant to my needs” - 88% of respondents rated it as a 4 or 5 (out of a potential 5, where 5 is most positive). Some staff comments included:

- I will revisit my practice for next session (timetables change on Monday) and refer to my notes on a regular basis
- I am re-inspired to be the best I can be and to use positive reinforcement in my practice at all times. I also feel more confident in dealing with more challenging behaviour.
- I am more aware of factors which influence behaviour and how it can be anticipated and managed

Young people in the Autism Provision feel included and involved in school life. They take part in whole school events, join mainstream classes with support where necessary and fully participate in learning out-with the base.

Teaching and support staff in the AP and across the school are very effective in removing barriers to learning. Young people benefit from a high level of support, especially those with complex needs who frequently benefit from one-to-one support. In addition, last session: 5 mainstream staff delivered courses within the Autism Provision; a joint Scottish Studies class ran; shared access to Greenroutes; joint ASN/AP trip to the Risk Factory and a shared ASN/AP Residential to Fife. All of these activities benefited the young people involved.

Next steps

- We will implement a new programme through Health and Wellbeing (HWB) lessons and a coordinated whole school policy by the end of this school session in order to increase young people’s awareness and strategies to manage positive mental and emotional wellbeing. (*SIP P2*)
- We will share targets from Child’s action plans with young people and ensure that they take ownership of these targets. (*FIP PSD*)

- Following a considerable audit/evaluation of HWB courses in the BGE, we will develop new materials and update the courses. In addition, a more strategic overview is being devised to coordinate Senior Phase HWB. *(FIP PSD)*
- We will continue to look at alternatives to Exclusion to deliver more flexible and appropriate curriculum to our most vulnerable and most challenging young people. *(FIP ASN)*
- Work is ongoing in the Autism provision to enhance the curriculum and qualifications on offer to young people and there is a plan to link more coherently with mainstream ASN. *(FIP AP)*

3.2 Raising attainment and achievement

Attainment in Literacy and Numeracy

In the BGE almost all learners are making progress from prior attainment in literacy and numeracy. Through collaboration and moderation staff reported that they have developed confidence in the benchmarks and assessment of literacy/ numeracy in levels 3 and 4.

In the senior phase, there is an increasingly positive trend of attainment in both literacy and numeracy. Almost all young people achieve level 3 and we are higher than our virtual comparator in almost all measures for SCQF levels 4 &5 for our school leavers. An increasing number of pupils in the most deprived 30% are leaving school having achieved a N4 or N5 literacy/ numeracy qualification.

Attainment over time

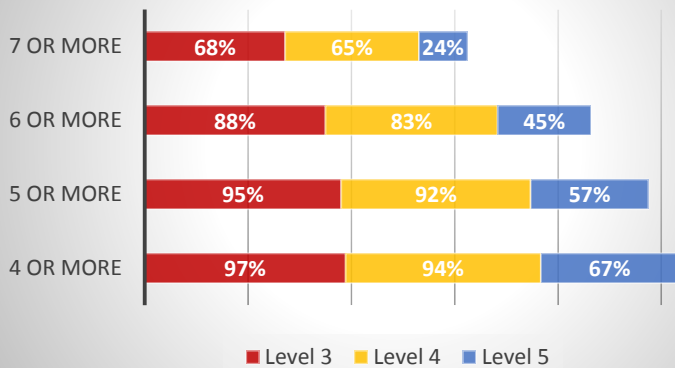
The attainment of young people at S4 (as measured by their complementary tariff scores) for the lowest 20% and middle 60% has been above our virtual comparator (VC) since 2014. The highest 20% sits slightly below the Virtual Comparator (this is not statistically significant).

Attainment of young people in S5 in the lowest 20% and middle 60% is greater than the Virtual Comparator. The average complementary tariff score of the highest 20% is in line with the Virtual Comparator. The 2017-18 data shows an increase in all measure (lowest 20%, middle 60%, highest 20%) in S5.

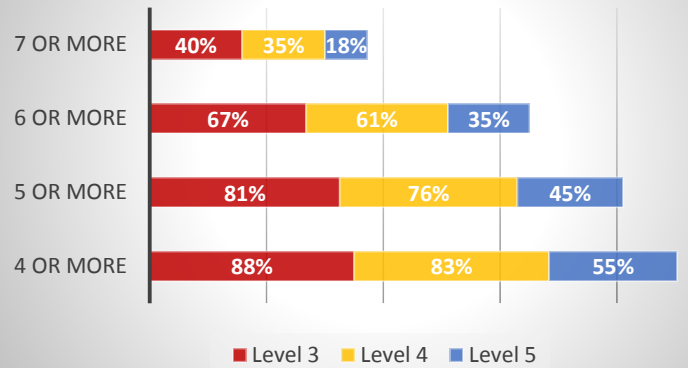
Insight data for 2017-18 shows a drop in the attainment of pupils in S6. This drop in attainment is cohort-related and not unexpected, despite a number of specific actions taken to try to support these young people.

In S4, the percentages of young people achieving 1 to 7 or more awards at SCQF Levels 3, 4 and 5 has been higher than the Virtual Comparator for the past five years. In 2018, S4 performed better than the Virtual Comparator in all measurement in Level 3, 4 and 5.

St Modan's S4 SCQF 2018

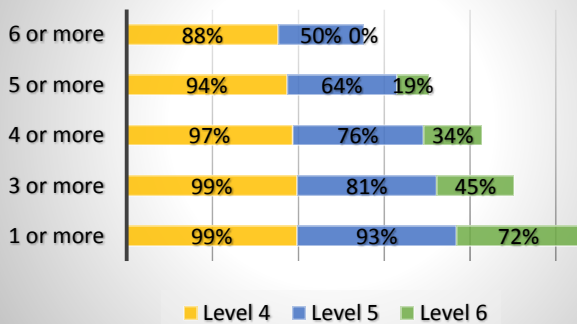


VC S4 SCQF 2018

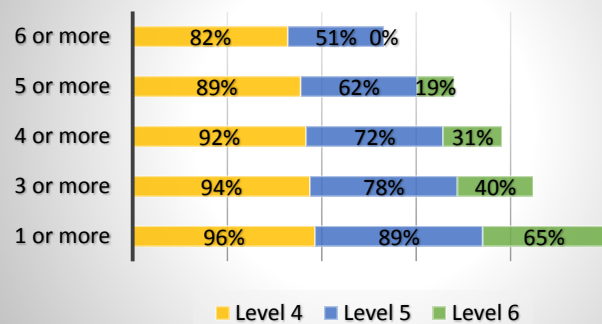


In S5, the percentage of young people achieving 1 or more awards to 6 or more awards at SCQF Level 3 or 4 is above the Virtual Comparator. The percentage of pupils achieving 1 award at SCQF 6 has improved over the past four years and is 7% above the Virtual Comparator.

St Modan's S5 SCQF 2018

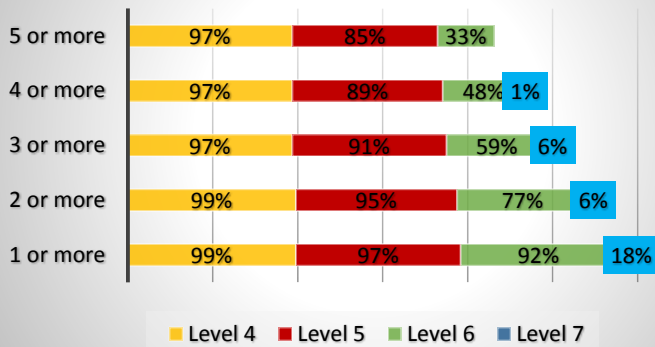


VC S5 SCQF 2018

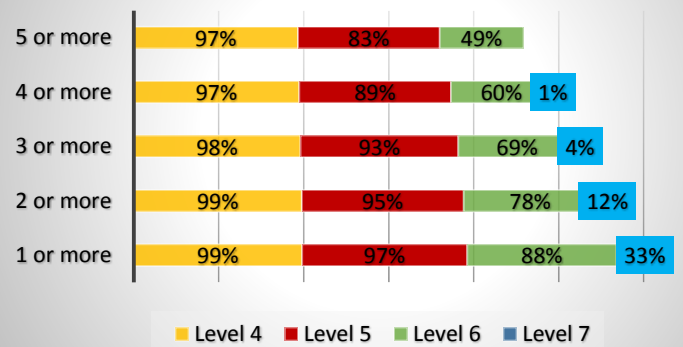


In S6, the percentage of young people attaining 1 or more to 7 or more courses at SCQF level 4 or above is in line with the Virtual Comparator in 2018. The number of pupils achieving 1 qualification at SCQF level 6 is greater than the Virtual Comparator. However, for this single cohort pupils achieving 2, 3, 4 and 5 (or more) at SCQF level 6 or 7 is below the Virtual Comparator but in line with expectations

St Modan's S6 SCQF 2018



VC S6 SCQF 2018



Overall quality of learners' achievement

Young people's achievements are valued and celebrated well through social media, assemblies, newsletters, displays and an annual prize giving celebration. This session, the school extended recognition and celebration of wider achievements in particular through the introduction of a nominating "shout out" system/ #stmwow as well as the St Modan's Wall of Wonder. A wide range of partners are working closely with the school to support young people's achievements. This is leading to an increasing range of opportunities for accreditation, particularly SQA units and awards at SCQF levels 4 and 5.

Equity for all learners

The SIMD distribution shows that pupils in the lower SIMD deciles very perform well. A small number of pupils skew the graph in the upper deciles.

Sustained Positive destinations

Overall in the latest 5 years almost all young people have entered a positive destination on leaving school. 95.1% of leavers in 2016/17 remained in a positive destination a full year after leaving our school. This is above the Virtual Comparator, the national average and the Stirling average

Next steps

- The MST/ LS Faculties will develop a programme of parental workshops in Literacy/ Numeracy. (SIP P2)
- We will carry out further work in Faculties on national benchmarks to enable robust data on achievement of a Curriculum for Excellence levels. (SIP P2).
- In S5 the attainment of boys was lower than girls. The SMT will work with Faculties leaders on how to address this issue. (SIP P3)
- The attainment of pupils in the highest 20% is on par or slightly below the VIRTUAL COMPARATOR in a number of measures. We will include attainment of the highest 20% as a priority for next session. (SIP P3)

- We will investigate ways to develop leadership skills particularly in lower school through an extended role of the Pupil Council in developing our School Improvement Priorities. (SE SIG)
- We will increase accreditation of achievement through the Saltire and other awards for those undertaking volunteer roles.
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Evaluation of school's capacity for continuous improvement:

Almost all (90%) of staff surveyed feel that they are involved in the school's on-going self-evaluation. They use a range of self-evaluation tools to help evaluate their work and the work of the school including pupil/parent questionnaires, SQA data, focus groups. Staff have had the opportunity to be trained in the use of INSIGHT and are beginning to feel more confident in using data for self-evaluation and analysis of progress. Staff regularly engage in professional discussions at Faculty meetings, they assess the progress of SIP/ FIP and use HGIOS reflective questions to measure progress on each of the QIs. Faculty leaders provide a QA calendar and FIP at the start of each session, they play a key role in observing learning, teaching and assessment and produce a Standards and Quality Report at the end of the school year. Faculty leaders work closely with member of the SMT to help drive improvement in learning and teaching. In session 2018-19 a Self-Evaluation Policy will be implemented to ensure more consistency in the approach to self-evaluation procedures across the whole school.



Key priorities for improvement planning 2018-2019

- **Priority 1 - Living Our Faith**
 - Embed the revised VVA across the school community.
 - Develop the role of the pupil Chaplaincy teams.
 - Review current delivery model for Caritas and pilot new school approach.
 - Work with Learning Community to provide progression and opportunities for pupils with the Pope Francis Award.
 - Provide increased opportunities for all members of our community to be involved in the faith journey of the school.
 - Improve understanding of the role of the school chaplain in the life of the school and enhance this role further
 - Review and improve whole-school Advent and Lent programmes.
 - Review current charity commitments and consult pupils when planning for 2018-19
- **Priority 2 - Learning, Teaching and Assessment**
 - Update our Learning and Teaching Policy and create a toolkit to support the policy.
 - Provide a high quality CLPL programme with a focus on pedagogy.

- Enhance opportunities for 'Pupil Voice' to evaluate Learning & Teaching using HGIOS 4 (Pupils): Theme 2 (Our learning and Teaching).
- Toolkit and Policy embedded for Literacy and Numeracy
- Whole school CLPL delivered to staff on understanding standards in Literacy/ Numeracy.
- Parental workshop delivered to support parental confidence/involvement in Literacy/ Numeracy.
- S4 target group for Literacy/ Numeracy identified and tracked for progress in literacy. Strategies shared for improving Literacy/ Numeracy in target group
- Literacy and Numeracy levels for Pupils from S1- S6 are identified and shared with all teachers
- Mental Wellbeing –Create and share Mental Wellbeing Policy.
- Implementation of the school action plan for Mental Wellbeing.
- HWB – Responsibility of all: Evaluation of Theme 4 – 'Our Health and Wellbeing' with Pupils. Identify 2 actions for this session.
- Whole School CLPL delivered to further develop a shared understanding of HWB Standards.
- Deliver a Parental workshop to support parents in aspects of HWB
- Digital Literacy - Deliver CLPL for staff in the use of Google Classroom and Chrome books.
- Embed the use of Google Classrooms in core subject areas.
- Set up a team of Digital Champions Teams (staff and BGE pupils) to support digital literacy.
- Introduction of Chrome Books to new S1.
- All faculties review the use of benchmarks and moderation to assess progress in the BGE.
- Review and update whole school Assessment Policy.
- Review current tracking procedures. (Whole School and Faculty).
- Develop improved tracking and monitoring protocols.
- Review and improve parental reports.

- **Priority 3 – Raising Attainment**

- Provide key data to staff. Provide training on the use of data at classroom and faculty level to raise attainment
- Create target groups
 - Highest 20% (from S1-6)
 - Boys in Senior School (S4-6)
 - Attainment of pupils with ASN in Senior School.
- Review and update raising attainment interventions within Faculties. Ensure pace and challenge is appropriate in all classes and for all pupils
- Ensure Learning Conversations are taking place regularly and are recorded

- **Priority 4 – Employability –**

- Plan for the full implementation of the Career Education Standard in session 18-19.
- Continue to review the Senior Phase curriculum to develop alternative curriculum pathways including provision within the Vocational Training Centre.
- Continue to develop partnership links and collaborative arrangements with FVC, employers and commerce to enhance the curriculum across the school.
- Baseline our current approach to work placements and plan actions to achieve the ambitions set out in the Work Placement Standard.

SCHOOL IMPROVEMENT PLAN 2018/19

