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THE CITY OF EDINBURGH COUNCIL

CHILDREN AND FAMILIES



Standards and Quality Report for session 08-09
Improvement Plan for session: 09-12

Vision

We wish to be a leading school in learning and teaching. We strive to work with students, parents and the wider community to continually improve opportunities for all learners, thus enabling each individual to achieve her or his potential. We strive to be outward looking and internationally aware.

Values

We are committed to ensuring that the Craigmount High School community is one in which;

- we respect and care for each member of our school community
- learning is lifelong and is founded on trust, teamwork and tolerance
- learning promotes independent thinking and social responsibility
- equal opportunities and a sense of belonging are evident.

Standards and Quality Report and Improvement Plan

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Standards and quality report

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Glossary

ASL	Additional Support for Learning
BT	British Telecom
CEC	City of Edinburgh Council
Cluster	Craigmount and Associated Primary Schools
Comenius	A European international development programme
CPD	Continuing Professional Development
DHT	Depute Headteacher
DtS	Determined to Succeed
Fairbridge	A student support project
FTE	Full time equivalent
G&T	Gifted and Talented
HC	Health Co-ordinator
HMIe	Her Majesty's Inspectors of Education
HP	Health Promotion
HT	Headteacher
ICT	Information and Communications Technology
IS	In-service
JET	Jobs, Education and Training Programme
L&T	Learning and Teaching
P7 S1, S2	Primary 7, Secondary 1, Secondary 2 etc
PT	Principal Teacher
SEED	Scottish Executive Education Department
SEEMIS	Software Development for the Education Management Sector
SfL	Support for Learning
SMT	Senior Management Team
SQA	Scottish Qualifications Authority
SSDN	Scottish Schools Digital Network
WG	Working Group

STANDARDS AND QUALITY REPORT FOR SESSION 08-09

The purposes of this report

This report aims to;

- report on the progress made by Craigmount High School
- to highlight achievements within the school
- to outline areas for further improvement and the timescales of this improvement.

1. School aims

Aims

We aim to;

- encourage all students to achieve their full potential
- foster a welcoming, positive environment for all students, staff, parents and the wider community
- provide a rich curriculum which caters for all students
- provide opportunities for quality learning and teaching which motivate students to become successful learners, confident individuals, responsible citizens and effective contributors
- offer effective support for all students and to encourage health and well-being
- value and support staff to enable them to provide opportunities to develop students to their maximum potential.

3. The school in context

Craigmount High School is a six year comprehensive school situated in North West Edinburgh. The roll in 08/09 was 1364. There were 195 students in S5 representing a staying on rate of 76% and 152 students in S6 representing a staying on rate of 56%. Attendance was very good with a 94% attendance rate and unauthorised absences were very low (2%) as were exclusions. Only 7% of students had a free meals entitlement.

The majority of students were drawn from our six associated primary schools – Corstorphine, Drumbrae, East Craigs, Fox Covert, Hillwood and Roseburn. A significant number of students whose parents exercised their rights under the Education (Scotland) Act 1981 (Parents' Charter) lived outwith our delineated district.

The school was staffed to City of Edinburgh Council's staffing levels which in session 08/09 was approximately 100 FTE teachers. A librarian, technicians, clerical and administration staff provided essential specialist support. The new building (opened in 03) was built under the Public Private Partnership programme. As a result catering, cleaning, janitorial and maintenance provision was made by a private company.

We prepared and presented students for examinations and units certificated by the Scottish Qualifications Authority (SQA). These led to qualifications at Standard Grade, Access 3, Intermediate 1 and 2, Higher and Advanced Higher. We offered selected SQA free standing units to complement the above provision. In addition, the curriculum was enhanced by the inclusion of the JET programme, curricular Duke of Edinburgh Award, ASDAN and a range of Further Education College courses.

We were fortunate to be able to offer our students a wide range of extra-curricular activities. Some operated at lunch-time, others after school or at week-ends. We also offered an Alternative Timetable in May for students in S1, S2 and S3 and a residential experience for S1 students.

The school was well supported by a proactive Parent Council.

4. Improvement Plan Priorities from the previous Improvement Plan

Curriculum	
	<ul style="list-style-type: none"> To increase opportunities for curriculum flexibility
	<ul style="list-style-type: none"> To offer opportunities in citizenship and in enterprise
Attainment	
	<ul style="list-style-type: none"> To raise expectations of students in S1/S2
Learning & Teaching	
	<ul style="list-style-type: none"> To monitor the implementation of the Learning and Teaching Policy
Support for Pupils	
	<ul style="list-style-type: none"> To extend behaviour management practices
Ethos	
	<ul style="list-style-type: none"> To establish a student council
	<ul style="list-style-type: none"> To extend health promotion activities
Resources	
	<ul style="list-style-type: none"> To develop use of ICT resources in learning and teaching
	<ul style="list-style-type: none"> To develop school and department websites
Management Leadership and Quality Assurance	
	<ul style="list-style-type: none"> To promote CPD
	<ul style="list-style-type: none"> To share classroom experience at SMT and departmental level
	<ul style="list-style-type: none"> To prepare for management change

5. Successes and Achievements

Successes and Achievements and the Work and Life of the School.

How are we doing? How do we know?

The school underwent a full HMI inspection in January 09 and this provides strong evidence of the success and achievements of the school.

HMIe found the following to be particular strengths of Craigmount:

- The supportive relationships and climate for learning
- Motivated, confident young people
- The extensive range of partnership with outside agencies
- The positive impact of the wide range of out-of-class learning activities on young peoples' achievement
- Young peoples' overall achievement by the end of S6
- The staffs' contribution to leading development and improving the school

Standards of attainment are higher or considerably higher than the Edinburgh and national averages in all areas (5-14 and SQA results).

5-14 Attainment

Level E or better by the end of S2

Reading

	Craigmount High School						Edinburgh City					
	Male		Female		All Pupils		Male		Female		All Pupils	
	No	%	No	%	No	%	No	%	No	%	No	%
2009	95	70	77	80	172	74	1217	67	1315	75	2532	71
2008	87	67	107	84	194	75	1202	64	1237	71	2439	67
2007	104	74	96	81	200	77	1196	66	1231	69	2427	67

Writing

	Craigmount High School						Edinburgh City					
	Male		Female		All Pupils		Male		Female		All Pupils	
	No	%	No	%	No	%	No	%	No	%	No	%
2009	85	63	75	78	160	69	953	53	1171	67	2124	60
2008	81	62	113	88	194	75	929	49	1102	63	2031	56
2007	90	64	95	80	185	71	822	45	1067	60	1889	52

Mathematics

	Craigmount High School						Edinburgh City					
	Male		Female		All Pupils		Male		Female		All Pupils	
	No	%	No	%	No	%	No	%	No	%	No	%
2009	108	80	77	80	185	80	1144	63	1125	64	2269	64
2008	101	78	106	83	207	80	1143	61	1057	61	2200	61
2007	112	80	89	75	201	78	1118	61	1056	59	2174	60

SQA Attainment (City of Edinburgh average in brackets)

(08/09 results are pre-appeal)

Percentage of the relevant September S4 roll achieving:									
By end of S4	5+ @ level 3 or better			5+ @ level 4 or better			5+ @ level 5 or better		
	06/07	07/08	08/09	06/07	07/08	08/09	06/07	07/08	08/09
		95 (89)	94 (89)	97 (90)	86 (75)	85 (76)	88 (77)	42 (34)	47 (36)

Percentage of the relevant September S4 roll achieving:									
By end of S5	1+ @ level 6 or better			3+ @ level 6 or better			5+ @ level 6 or better		
	06/07	07/08	08/09	06/07	07/08	08/09	06/07	07/08	08/09
		55 (38)	48 (41)	49 (42)	36 (23)	27 (26)	36 (27)	18 (11)	14 (12)

Percentage of the relevant September S4 roll achieving:									
By end of S6	3+ @ level 6 or better			5+ @ level 6 or better			1+ @ level 7		
	06/07	07/08	08/09	06/07	07/08	08/09	06/07	07/08	08/09
		36 (32)	49 (32)	41 (35)	24 (22)	36 (21)	27 (23)	16 (15)	27 (14)

For Information:

Scottish Credit and Qualifications Framework (SCQF) levels:	
Level 7	CSYS at A-C; Advanced Higher at A-C
Level 6	Higher at A-C
Level 5	Intermediate 2 at A-C; Standard Grade at 1-2
Level 4	Intermediate 1 at A-C; Standard Grade at 3-4
Level 3	Access 3 Cluster; Standard Grade at 5-6

The wide range of opportunities presented to students has resulted in high standards of achievement in sport, music, drama and the arts. In particular, the school achieved national success in netball and gymnastics.

Progress on the priorities from the previous Improvement Plan has been as follows:

- Curriculum flexibility has increased significantly with the successful introduction of JET, curricular Duke of Edinburgh Award, ASDAN and other initiatives. Closer

collaboration with Stevenson College has further strengthened the alternatives open to our students

- Opportunities for Citizenship and Enterprise abound in Craigmount. There has been a change in Enterprise Co-ordinators but the Enterprise programme is developed positively nonetheless
- Expectations of S1/S2 pupils were raised and HMI judged that across the school these were high. It is however difficult to quantify this judgement
- Learning and Teaching continued to develop as observed in Sharing Classroom Experience and our Inspection. Evidence showed that there was significant good practice within the school. Good practice needs to be extended to areas of the school where it was less apparent
- Behaviour Management practices were extended and a number of in-service opportunities were given to the discussion and development of Behaviour Management. Sadly, at the end of session, reductions in funding led to the closure of our Behaviour Support Department.
- The Student Council was well established and the school, steered by our Health Promotion Committee, has gained Health Promotion accreditation. The Health and Nutrition element of our HMI Inspection found examples of outstanding practice within the school but felt the student voice should be more prominent in this area.
- ICT and the school website developed beyond all recognition in the period of the Improvement Plan. There were a number of ISIS sessions devoted to the development of the use of ICT and HMI highlighted our use of online study resources as an area of good practice.
- CPD continued to develop. SCE was well established and a number of changes in senior personnel coped with this very well.

What are we going to do next?

We will involve all stakeholders in developing, sharing and implementing a clear vision for the school and agreed approaches to school improvement

We will continue to improve the way staff meet the learning needs of all young people and improve their learning experiences, by rigorously evaluating present practice and sharing the best practice from across the school more effectively

We will continue to improve achievement by building on the best innovative learning and teaching and work already underway to develop *Curriculum for Excellence*.

We will continue to promote responsible citizenship, communication and leadership.

6. Work and Life of the School

See above

7. Vision and Leadership

How are we doing? How do we know?

As a school we are fully committed to the Values, Vision and Aims of Craigmount. We strive to improve learning and teaching and to help young people to achieve their full potential. We also strive to be outward looking and internationally aware. HMIe found that senior staff had created a warm, welcoming ethos. In times of great uncertainty over the development of *Curriculum for Excellence* they recommended that a shared vision for the direction of the school be developed.

Efforts have been made to develop people and partnerships. This has borne fruit in that a number of colleagues have moved on to promoted posts and successful period of 'acting up' have been undertaken by several staff. HMIe commented on the wide range of partnerships enjoyed by the school.

The challenge of managing change, in times of uncertain budgets and *Curriculum for Excellence* developments is significant and senior staff have been active in promoting change models and supporting staff in exploring new curricular approaches.

What are we going to do next?

As above, we will try to carry out the HMIe recommendations.

8. Conclusion

Consistently high standards of attainment and achievement are evident in Craigmount. In addition a very good ethos permeates the school. Through regular self-evaluation we strive to improve all aspects of the school. In particular, *Curriculum for Excellence* is our key development and we will use it as an engine for improvement.

SCHOOL IMPROVEMENT PLAN

09-12

School priority improvement table
Three-year plan for sessions 09-12

	National, authority, cluster or school priority				09-10			10-11			11-12		
Priority	N	A	C	S	I	2	3	I	2	3	I	2	3
Involve all stakeholders in developing, sharing and implementing a clear vision for the school and agreed approaches to school improvement				√	P	P	I	I	I	I/E	P/I	P/I	P/I/E
Continue to improve the way staff meet the learning needs of all young people and improve their learning experiences, by rigorously evaluating present practice and sharing the best practice from across the school more effectively	√	√	√	√	P	I	I	I	I	I	I	I	I/E
Continue to improve achievement by building on the best innovative learning and teaching and work already underway to develop <i>Curriculum for Excellence</i>	√	√	√	√	P	I	I/E	I	I	I	I	I	I/E
to continue to promote responsible citizenship, communication and leadership	√	√	√	√	I	I	I/E	I	I	I/E	I	I	I/E

P = Preparation

I = Implementation

E = Evaluation

N = National

A = Authority

C = Cluster

S = School

1 = Term 1

2 = Term 2

3 = Term 3

Action Pages

Priority: to involve all stakeholders in developing, sharing and implementing a clear vision for the school and agreed approaches to school improvement	
Key area Delivery of education	Quality indicator(s) 5.1, 5.3, 5.4, 5.5
Outcomes and impact on learners A clear vision agreed by all stakeholders A reviewed statement of values noted in school publications which can be shared with all students, parents and stakeholders There will be improved learning experiences as a result of the shared vision	
Resources (including CPD) ISIS time Parent Council time Student Council time Assemblies	
Monitoring and evaluation of impact SMT meetings Parent Council meetings Student Council meetings	
Overall responsibility: JC	
Priority timescale: 09 to 12	

Priority: to involve all stakeholders in developing, sharing and implementing a clear vision for the school and agreed approaches to school improvement

Tasks	By whom	Timescale
To give staff the opportunity to contribute to 'blue sky' thinking about the school	SLWG	Apr 09
To promote discussion about the future direction of Craigmount amongst Principal teachers	JC	May 09
To promote discussion about the future direction of Craigmount amongst all staff, parents and students	JC	Jun 09
To explore ways of involving the wider learning community with CLD workers	JC	Jan 10
To enter into discussion about the future direction of the school with the education authority	JC	May 09
To agree and publish a Vision, Values and Aims statement	JC	Oct 09
To share the above statement with staff, students, parents and stakeholders	JC	Autumn 09

Priority: to continue to improve the way staff meet the learning needs of all young people and improve their learning experiences, by rigorously evaluating present practice and sharing the best practice from across the school more effectively

Key area Delivery of education	Quality indicator(s) 5.5, 5.6, 5.8
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Outcomes and impact on learners

More consistency of practice where learners' experiences are improved
More sharing of good practice leading to improved learners' experiences
Common approaches in learning and teaching will be evident across all stages of the school

Resources (including CPD)
ISIS time
SMT time

Monitoring and evaluation of impact
Use of HMI Questionnaires
Review at SMT
SCE

Overall responsibility
JC

Priority timescale
09-12

Priority: to continue to improve the way staff meet the learning needs of all young people and improve their learning experiences, by rigorously evaluating present practice and sharing the best practice from across the school more effectively

Tasks	By whom	Timescale
To hold a 'sharing of good practice' event during all ISIS days	SK	All ISIS Days
To set up a Quality Assurance Steering Group	JC	May 10
To review the Quality Assurance Calendar and ensure that it is being adhered to across the school	SMT	Oct 09 and ongoing
To monitor the impact of the Improvement Plan and the Quality Assurance Calendar	SMT	Oct 09 and ongoing
To promote target setting across the school	DG/SMT	Autumn 09
To continue to promote AifL approaches	KJ	Throughout session

Priority: to continue to improve achievement by building on the best innovative learning and teaching and work already underway to develop <i>Curriculum for Excellence</i>	
Key area Delivery of education	Quality indicator(s) 5.5, 5.6, 5.8
Outcomes and impact on learners A curriculum which adheres to the principles of Curriculum for Excellence which motivates learners Improved approaches to teaching and learning	
Resources (including CPD) ISIS time SMT time MT time C of E input	
Monitoring and evaluation of impact Use of HMI Questionnaires Review at SMT	
Overall responsibility JC	
Priority timescale 09-12	

Priority: to continue to improve achievement by building on the best innovative learning and teaching and work already underway to develop <i>Curriculum for Excellence</i>		
Tasks	By whom	Timescale
To ensure that teachers are familiar with 'Building the Curriculum 3'	SMT and PTs	Jun 09
To prepare a long term curriculum architecture which charts student progress from S1 to S6 (on a whole school level)	JC/EM	Jun 09
To carry out detailed planning of the S1 experience of the cohort entering Craigmount in August 11	KJ/SK	May 10
To carry out detailed planning of the S2 experience of the cohort entering Craigmount in August 11	KJ/SK	Jan 11
To carry out detailed planning of the S3 experience of the cohort entering Craigmount in August 11	KJ/SK	Jan 11
To have in place plans for the S4/5/6 experience of the cohort entering Craigmount in August 11	SMT	Jan 11
To embed the progression of numeracy, literacy and health and well-being in all curriculum planning	KJ/SK	Jun 10
To embed the seven principles (challenge and enjoyment, breadth, progression, depth, personalisation and choice, coherence, relevance) into the curricular planning process	SMT/PTs	May 10
To develop teaching and learning through the use of Skillbuilders	KJ	Jun 10
To continue to embed AifL across the school	KJ/PTs	Ongoing
Continue to include 'Rich Tasks' in the school curriculum	SMT	Ongoing

Priority: to continue to promote responsible citizenship, communication and leadership (priorities carried over from 08/09 plan)	
Key area Delivery of education	Quality indicator(s) 5.5, 5.6, 5.8
Outcomes and impact on learners Students will have a greater sense of commitment to the school Students will be dealt with more consistently by staff There will be a greater multi-cultural awareness in school Staff, students and parents will feel more knowledgeable about school policies and procedures Staff will feel more involved in the school's decision making process	
Resources (including CPD)	
Monitoring and evaluation of impact SMT Student and staff questionnaires ASL Team	
Overall responsibility EM/Dg	
Priority timescale 09-12	

Internal to school

Priority: to continue promote responsible citizenship, communication and leadership
(priorities carried over from 08/09 plan)

Tasks	By whom	Timescale
To provide leadership opportunities to students at all levels	SMT/PTs	Jun 10
To hold an 'anti-bullying' event for S1	EM	Feb 10
Using SEEMIS, to promote consistency of rewards and sanctions across departments and across the school	EM	Apr 10
To define and promote the role of the group tutor	DG	Dec 10
To identify leadership and development opportunities and support staff in making the most of these opportunities	SK	Ongoing
To continue to update the school handbook	CA	May 10
To introduce period by period registration	CA/DG	May 10
To hold a Diversity Week	JC/SIG	Jun 10