

## Standards & Quality Report – 2015/16

The aim of this report is to share with you our annual improvement priorities and the progress we are making towards achieving them. Our main driver is our School Improvement Plan which outlines our priorities for the next 3 years.

### Section 1 – Craigie High School’s Vision, Values and Aims

Our vision, values and aims are set out below:

- Co-operation with others
- Respect for all
- Feeling valued as part of our school community.
- We encourage independent thinking, life-long learning and high expectations.
- We challenge ourselves to be all we can be.

We have a commitment to Getting It Right for Every Child which means that we promote the Health and Well-being indicators as the basis of our school values. In other words, getting it right for every child means they should be Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included.

Our main focus this session is our 4 projects in the School Improvement Plan; Attendance, Monitoring and Tracking, Quality of Teaching and Support for Pupils.

### Section 2 - Improvements in Performance

#### Progress in the Broad General Education

##### S1 and S2

This is monitored through MidYis which all pupils in S1 sit in August. Their progress is measured when they sit their SOSCA assessment at the end of S2.

Literacy and Numeracy continue to be high priorities for us this session. We have recently launched our Literacy and Numeracy Across Learning 3 year strategy.

##### S3

	Literacy		Numeracy	
	2014/15	2015/16	2014/15	2015/16
Working within Level 4	57		41	
Working within Level 3	50		19	
Working within Level 2			42	
Working within Level 1			5	

## S4-6 National Qualifications – The Senior Phase

### Results and targets

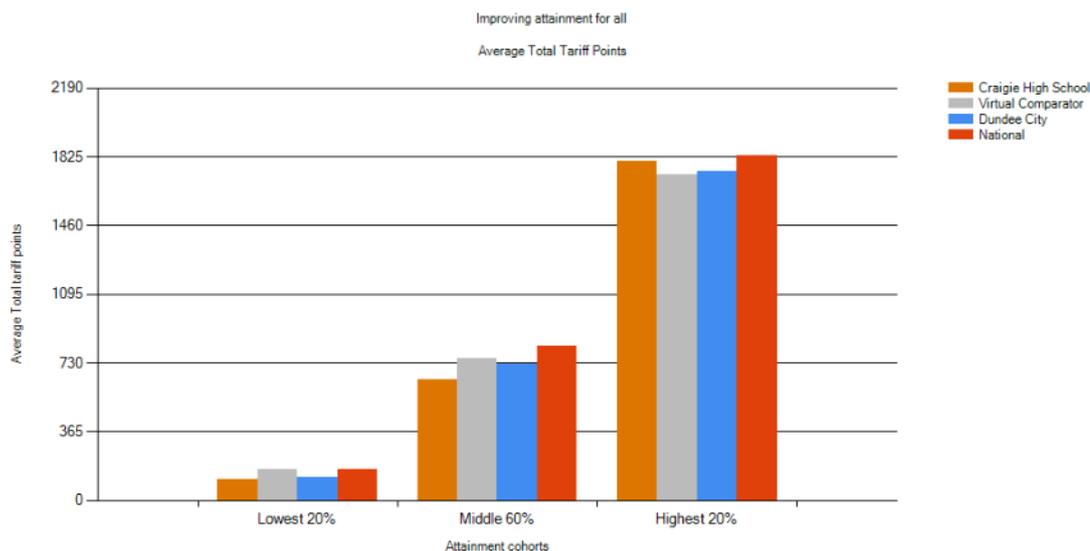
The Scottish Government now measure the progress of secondary schools using four 'dashboard' measures. These four measures are:

1. Improving attainment for all – The Average Tariff Score
2. Improving attainment in literacy and numeracy
3. Increasing post-school participation
4. Tackling disadvantage by improving the attainment of low attainers compared to high attainers.

#### 1. Improving attainment for all – The Average Tariff Score.

##### National Benchmarking Measure: Improving Attainment for All

To change the cohort of candidates who contribute, use the [Candidate Characteristic Filters](#)  
The selected year is 2015



##### What is the Average Total Tariff Score?

Every national course passed by pupils is given a number of points (a tariff score). Where a pupil sits units only these are also given points. There are more points given for a Higher than a National 5 and more points for a course than for a unit. The average tariff score is worked out by adding together all the points for every course and unit sat by a pupil and taking an average.

##### What is a Virtual Comparator?

For every pupil in S4 to S6 in Craigie, the Government finds 10 pupils picked at random from across Scotland with exactly the same background to one of our pupils. We can then make a much fairer comparison as to how our pupils are progressing.

## How have our Average Tariff Scores compared to our Virtual Comparator pupils?

Last year our pupils in the top 20% performed better than our virtual comparator. However, our lowest 20% and middle 60% were slightly lower. This is obviously a key area we will focus on over the next year.

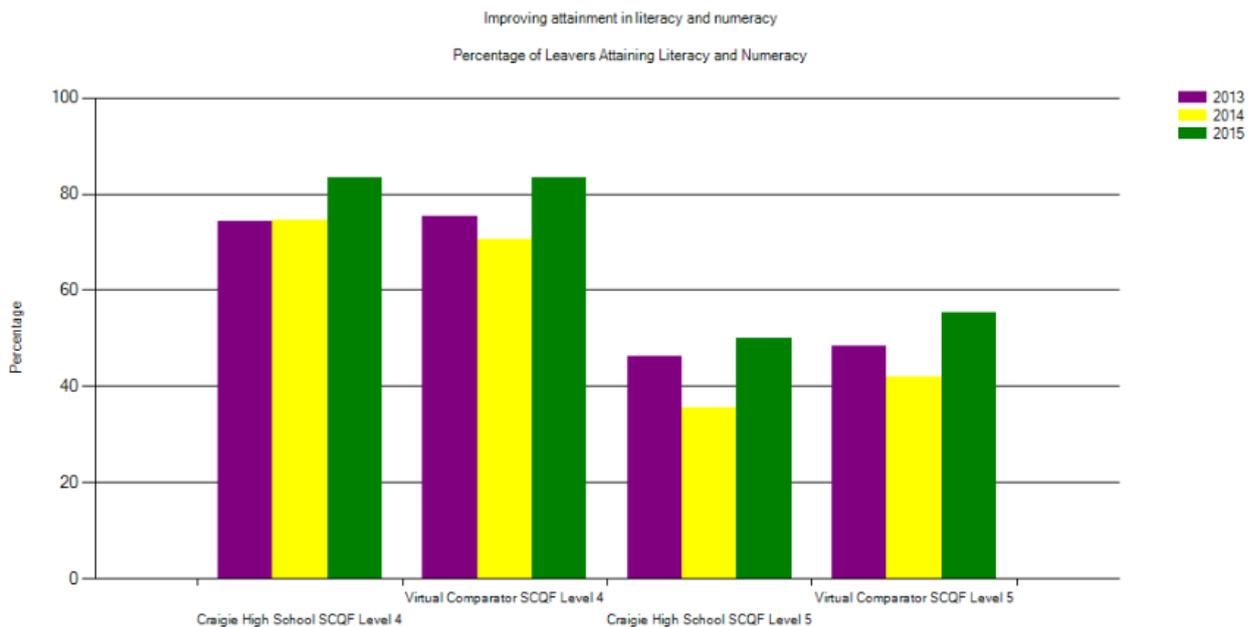
### How do we intend to improve this?

You will see above that we already do a great deal to support pupils to do their best in exams. Some of the approaches we use such as focus group meetings with all S4 and S5 pupils are not done by any other Dundee school. However, we are not complacent. One of the main concerns for us as a school continues to be poor attendance among S4-6 pupils. Good attendance is essential for all pupils but it is crucial when pupils are sitting exams at Higher and National 5 levels. If we can see a reduction in the number of days lost due to absence, this will help to improve the quality of passes at all levels.

## 2. Improving attainment in literacy and numeracy

### National Benchmarking Measure: Literacy and Numeracy

To change the cohort of candidates who contribute, use the [Candidate Characteristic Filters](#)



In Craigie, we want our pupils to be able to read, write and count to the highest possible standard. Literacy and numeracy are not taken as separate exams but are covered as part of the assessments in English and Maths courses.

### How has Craigie's attainment in literacy and numeracy compared with our virtual comparators?

In 2013 and 2014 Craigie had similar attainment in literacy and numeracy to our virtual comparators particularly at Level 4. At Level 5 we are slightly below our virtual comparator although we have improved on last year's figures at both levels.

With this in mind, we are targeting a number of pupils to complete literacy and numeracy units at National 5 as part of their English and Maths courses.

### 3. Increasing post-school participation

#### What does 'post-school participation' mean?

Post school participation is the measure that tells us where pupils go after they leave school. Going onto college, university, training or employment are known as positive destinations. Unemployment is a negative destination.

Over the last three years an average of 90% of Craigie pupils have gone onto positive destinations. Last year we were slightly below our virtual comparator. These figures can change year on year depending on the composition of the year group. However, we are very confident that we have robust processes in place to track every pupil throughout their school career including working with our Careers Service (Skills Development Scotland) to continue working with pupils even after they have left school.

#### National Benchmarking Measure: Leaver Initial Destinations

To change the cohort of candidates who contribute, use the [Candidate Characteristic Filters](#)

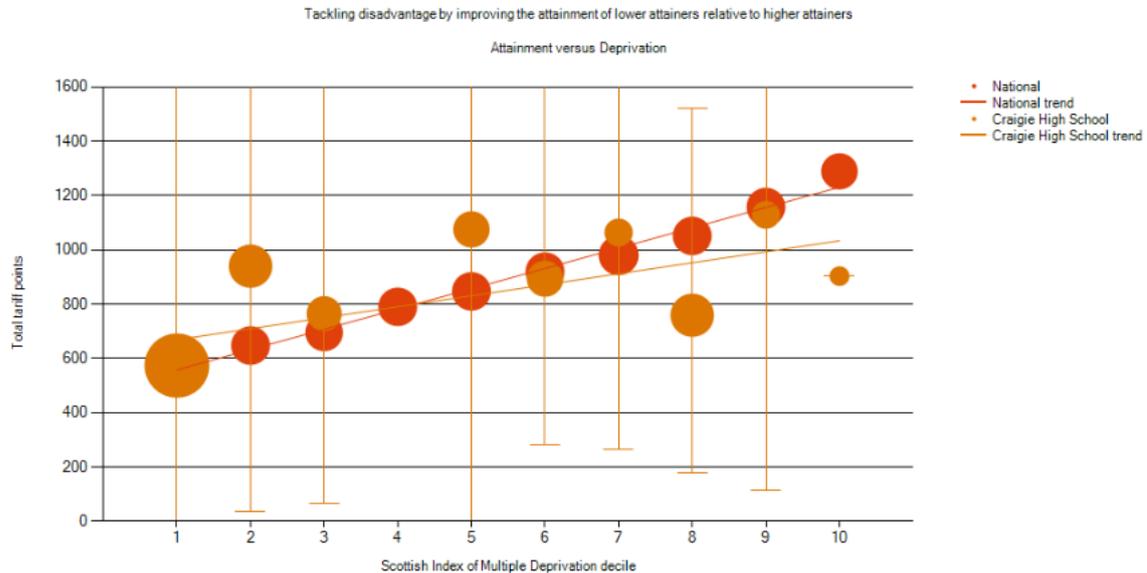


We work very hard to ensure that all pupils move onto a positive destination from Craigie. All pupils have the opportunity to meet with the Careers officer, participate in work experience and take part in 'mock interviews' to prepare for work. In addition, we have an extensive programme in preparing pupils for University. This includes inviting the Universities to work with pupils from S2 onwards as well as pupils visiting Universities to sample life and work on campus. We have very close links with Dundee College and do a lot of work in school to prepare pupils applying for modern apprenticeships.

#### 4. Tackling disadvantage by improving the attainment of low attainers compared to high attainers.

### National Benchmarking Measure: Attainment versus Deprivation

To change the cohort of candidates who contribute, use the [Candidate Characteristic Filters](#)  
The selected year is 2014/15



Over the last three years, Craigie has been in line with both our virtual comparators and the national average. This year we are particularly pleased with our performance generally compared to the national trend. In Deciles 1 – 3 we perform particularly strongly. However, this does not make us complacent and we continue to put in place a number of approaches which we believe have an impact. For example, we have piloted a targeted mentoring programme for pupils from disadvantaged backgrounds in order to improve their attainment. We are in the process of changing our approach to targeting pupils on an individual and group basis to ensure that they are being credited for any wider achievement awards as well as looking at individualised programmes for some of our young people. Our target for this year is to increase the tariff score for our most disadvantaged pupils as much as we can. Where appropriate, we work with our Local Learning Partnership to support and challenge these young people to help them achieve their potential.

#### Procedures for Moderation

Staff in Craigie work hard to ensure that all teachers have a clear understanding of standards at all levels within Curriculum for Excellence and this shared understanding reflects National guidelines.

Education Scotland has provided exemplars of Assessment strategies through the National Assessment Resource – these are available to use or for departments to evaluate the validity and rigour of their own Assessment materials and strategies.

Many of our staff work as exam markers and verifiers (verifiers check that internal assessments are being carried out correctly in schools other than their own).

### **Section 3 - The focus of our school improvement plan is Improving Outcomes for all Learners.**

We are at the start of our new 3-year School Improvement Plan. All of our projects relate to improving the outcomes for our young people and ensuring they have the best experience in school, developing skills and obtaining the highest level of qualification they can to help them reach the most appropriate positive destination for them.

The Curriculum at Craigie High School is designed to ensure that:

- Every child and young person is entitled to experience a curriculum which is coherent from 3-18
- Every child and young person is entitled to experience a broad general education (up to the end of S3)
- Every young person is entitled to experience a senior phase where he or she can continue to develop the four capacities and also obtain qualifications
- Every child and young person is entitled to develop skills for learning, life and work with a continuous focus on literacy, numeracy and health and wellbeing.
- Every child and young person is entitled to personal support and challenge to enable them to gain as much as possible from the opportunities that CfE can provide
- Every young person is entitled to support in moving into a positive and sustained destination
- The following processes are in place to support delivery across the entitlements (CPD, Leadership, Assessment and Moderation and Self Evaluation)

This is in line with local and national guidelines.

### **The Work of the Pupil Learning Council at Craigie**

The Pupil Learning Council (PLC) is a regular check within the school and works towards the following aims:

- Learning to work together
- Learning about democracy
- Learning how to play a positive role in our community
- Working together to improve the school community for everyone

The PLC is organised as follows:

- Pupils put themselves forward as Prefects at the start of each session and can nominate themselves as PLC members. House teams have the final say on membership.
- We have one meeting per council every month during class time.
- We have two separate councils; a junior (S1-4) and senior (S5-6).
- Meetings are run by pupils with a member of staff overseeing to ensure focus.
- We link our discussions to the school improvement plan and any other issues that pupils feel need to be discussed.

- We decide what we're going to talk about at the previous meeting, so everyone has time to think and discuss the issues with other pupils at house tutor time and in PSHE.
- A maximum of five issues are considered over the course of the year. These are agreed by the PLC early in the session.
- The PLC splits into groups to discuss the issues agreed and co-operative learning approaches are used to allow everyone the opportunity to have their say and make notes.
- Notes are taken by pupils and collated by the member of staff in charge who then advertises minutes of the meetings.
- Minutes and members are displayed on the PLC notice board in the middle circulation area.
- Two members of the PLC nominate themselves at each meeting to take the issues discussed to the SMT who will consider these and offer their views.
- SMT take the views of the PLC very seriously and consult them regularly on issues.

The PLC have been instrumental in recent years in the following:

- Securing funding to purchase art and drama equipment, clocks for the circulation area and assembly hall for exams, hairdryers for PE, new mirrors for the toilets.
- Deciding on house colours.
- Taking decisions with the PTA on how funding is spent
- Frequent consultation over education changes e.g. 33 period week and whole school changes e.g. house tutor time, discipline, corridor rules etc.

Senior Prefects attend City-wide Pupil Representative Council on behalf of the school and feedback to both PLCs along with House Tutor groups as necessary. As a result of Craigie's commitment to CWPC, Craigie has been asked in previous years to nominate a senior pupil to sit on the Education Committee, a responsibility that has been well received by the Council and senior pupil nominated.

Members of the PLC also represent the views of young people in Dundee as part of the Dundee Youth Council and through previous Craigie MSYPs in the Scottish Youth Parliament.

### **Parent Council Report – From the Chair of the Parent Council/PTA**

- Our chairperson has attended many City Wide Parent Council Meetings, Secondary Chairs meetings and the Director of Education meetings.
- Our Chairperson is a member of a number of working groups and is attending meetings covering a number of issues and events. These range from the new National templates for websites, the new Scottish website *Parentzone* Scotland and planning a Showcase event highlighting the good work of Parent Councils working in conjunction with their schools across Dundee.
- This year a group of teachers and parents worked together to produce an information leaflet about courses from S1 onwards for parents.
- In February, a group of parents, pupils and partners took part in focus groups to discuss the skills and characteristics needed by pupils both in school and preparing for life beyond school.

- The PTA and the Parent Council work closely together. Many fundraising events have been undertaken and are planned for the future. Members of both groups and staff get involved wholeheartedly in these events. New ones we've tried this year are a Christmas Fayre and providing food stalls for a Piping Championship held in the school.
- The Parent Council is making a concerted effort to unite areas of the community together, especially those within the cluster area of the school. Our Fayre was called the Craigie H.S. Community Christmas, and clubs, groups, cluster schools and Parent Councils were all invited to take part with displays or stalls. The PTA is to be working alongside Craigiebarns P.S. PTA towards the goal of both schools raising enough money to replace the sound systems of both schools and our Chairperson has been invited to give input to the Parent Council of Claypotts P.S. for their Spring Fayre.
- Due the help and support of everyone involved the Parent Council members feel this has been a successful year for the group of parents and teachers. We look forward to building on the successes of this year and carrying them forward throughout our school and the community.

### **Wider achievements in school**

Craigie High School has an on-going commitment to recognising achievement in all areas of a young person's life. All staff have the opportunity to nominate a pupil or group of pupils for a Cause for Celebration Award. This would be awarded where a member of staff is aware of the pupil participating in an activity, in or out of school, that is over and above what would normally be expected. Pupils are congratulated by the Head Teacher, given a Cause for Celebration pen as a small token and a letter is sent home acknowledging the character strengths demonstrated by the young person. We continue to hold our Celebration of Achievement Evening and send out our termly E-Newsletter.

