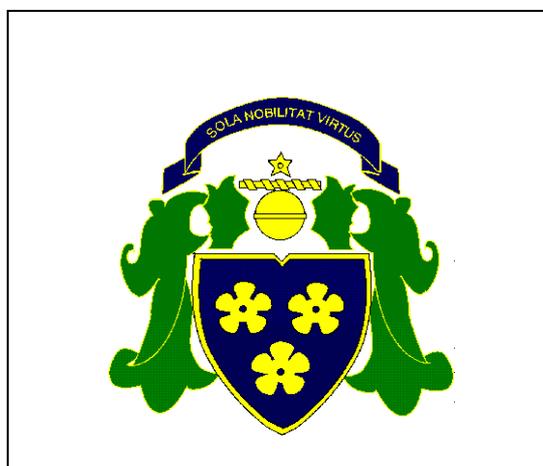


Education Resources

HAMILTON GRAMMAR SCHOOL

Education Resources

Standards and Quality Report



Session 2015/2016

Name of Learning Community: HAMILTON

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Standards and Quality Reporting – Guidance for Establishments

Purpose

Standards and Quality reporting was introduced by the Standards in Scotland's Schools etc. Act 2002 which made it a requirement for all establishments to publish an annual report on progress made in establishment improvement over the previous year. The Act also placed a requirement that the report should be made available to all stakeholders.

The report's function is to provide information about the strengths and areas for improvement of an establishment. It should include reference to how information was evaluated and the extent to which the establishment has been effective in securing improvements.

Schools and establishments should use their Standards and Quality Reports to:

- Report to parents/carers by making available to the Parent Forum, discussing the report at the Parent Council or PTA or using the report as a basis for a presentation at the AGM of the Parent Council;
- Demonstrate the link between self-evaluation processes, evaluative statements and the priorities identified in the establishment Improvement Plan;
- Celebrate success; and
- Report to Education Resources as well as other agencies such as Education Scotland.

General Principles

- The Standards and Quality Report should clearly detail the strengths and areas for improvement;
- Any statements made should be based soundly on the outcomes of the establishments' self-evaluation processes;
- It should be evaluative with some relevant descriptive detail to explain the evaluations;
- It should contain evaluations using HGIOS3 and/or TCATC2;
- Evidence gathering should be an on-going task, reflecting the dynamic processes of effective self-evaluation;
- The evaluative statements about progress made on the previous improvement plan should be woven throughout the text rather than detailed separately;
- Each section should refer to:
 1. how evidence was gathered;
 2. impact of actions taken; and
 3. the next steps (priorities: actions and measures for next session).

Guidance for Standards and Quality Reports

- Within the text there should be greater emphasis on conclusions derived from data rather than raw data itself. E.g. *From a recent questionnaire focussed on pupil engagement, it was found that most pupils felt that the school/establishment provided them with a high quality of education, however they would like to be provided with more opportunities to talk with teachers*

- about their learning. 83% of pupils felt that their learning in school/establishment was helping them in becoming more confident;*
- The report should include evaluative comments on assessment and achievements for example SQA examination results, ASDAN, Duke of Edinburgh or other similar awards. E.g. *The overall improvement in literacy is now very good and is strongly reflected at all stages across the school/establishment. During the programme of planned classroom/playroom visits for last session, which focused on active learning in mathematics, there was clear evidence that all pupils were actively engaged and motivated in their learning*

The Framework

It is recommended that the Standards and Quality Report for each establishment should follow the structure outlined within the template provided (**N.B.** at this stage the template is a working draft and will be subject to review following the planned consultation process)

The report should be split into **three broad sections:**

- 1A:** Introduction, Statement of Purpose and Improvement Objectives and Aims of Learning Community;
- 1B:** Establishment aims;
- 1C:** Establishment Standards and Quality

Each of the questions highlighted in each section is linked to one or more quality indicator which should be used to inform evaluations.

Submission of reports

The establishment report should be submitted electronically to Education Resources (Kay Anderson, Clerical Assistant: kay.anderson@southlanarkshire.gov.uk) no later than the end of June each year.

The Standards in Scotland's Schools etc Act (2000) places a duty on schools to produce an annual report on its work and the strategies it is implementing to raise education standards for all pupils.

This report has been written to provide information to parents/carers and other stakeholders about the work of Hamilton Grammar School and to celebrate our successes.

Hamilton Grammar School is a Six-Year, non-denominational school located in the centre of Hamilton, South Lanarkshire. It serves almost the entire town plus the outlying area of Quarter. It currently has a roll of 1254 (15 September 2015) with a teaching entitlement of 96.8 FTE that includes 15.6 FTE in two specialist provisions (a C.D.U. and ASN Department) with 80-90 pupils. We have five Depute Heads, eight Faculty Heads and Principal Teachers of Support for Learning, C.D.U. and ASN Department. There are six Principal Teachers of Pupil Support.

The school attracts 60-85 inward placing request p.a. There are over 20 Support Staff. The Free Meal Entitlement Uptake in 2013/14 was 16.1%. The Clothing Grant uptake is 24.5% (SLC 24.2%). In terms of the S.I.M.D. the school is overrepresented in both the top two and bottom two deciles. One child in four comes from the two most deprived deciles.

The school vision is: **Working together as a community of learners to inspire, motivate and achieve.** Our core values are **respect, inclusion, commitment and equality.**

We are also fully committed to the values, purposes and principles of Curriculum for Excellence. The school has an increasingly positive ethos and aims to promote positive relationships within and beyond the school and to encourage all pupils to respect themselves and others.

Hamilton Grammar is very proud of the very wide range of extra-curricular activities it offers. The following activities were offered last session. Please note that activities will vary from session to session.

In School Events

- Discos
- Music Concerts
- Young Musician of the Year
- Prom (S6)
- Yearbook
- Drama Showcases
- Charity Events

Clubs

- Eco Schools
- STEM Club
- Choir (Junior and Senior)
- Bands (Orchestra, Wind Band, Brass Band, Jazz Band, Clarinet Choir)
- Scripture Union
- Dance
- Drama
- Inter-house Competition
- Football, table tennis, badminton and rugby

Educational Outings

- Dynamic Earth
- Bannockburn
- Scottish Parliament
- Music Learning Days at GRCH
- Theatre Trips
- Modern Languages cultural visits
- Confucius Institute

Trips

- Activity Days
- Alton Towers

- A range of reward trips

**Residential Trips at home and abroad
(over past session or two and planned)**

- Ghana (S6)
- Music (Germany)
- Paris/Barcelona (Geography)
- London (Drama)
- Wimbledon
- China (Modern Studies and immersion trip to Tianjin)
- CDU Residential

1A Education Resources Statement of Purpose

The vision of South Lanarkshire Council is to *‘Work Together to improve the quality of life for everyone in South Lanarkshire’*.

The purpose of Education Resources is to support this vision through ensuring that all learners:

- are effectively supported to raise their attainment and achieve their full potential;
- benefit from an appropriate range of learning opportunities which match their individual needs;
- are actively engaged, as appropriate, in evaluating the quality and impact of their learning experiences, and
- are safe and feel valued when using Education Resources premises.

This will be achieved by ensuring that all learners:

- access a curriculum which reflects national and council priorities and best practice in education;
- experience a motivated and professional workforce who demonstrate best practice in providing opportunities for learning;
- have access to modern resources which are used effectively to maximise the impact of learning experiences, and
- benefit from partnership working and the integration of services.

Aims of the Learning Community

All staff in establishments and teams in the **Hamilton Learning Community** are committed to working together to:

- raise standards of educational attainment and achievement especially in the core skills of literacy and numeracy at all stages;
- share practice, use current knowledge, reflect on and evaluate practice to support continuous improvement;
- promote and secure equality and help every young person benefit from

education with particular regards to pupils with additional support needs;

- **work in partnership with parents and others in the community to develop the children's respect for self, one another and others in their community;**
- **integrate services to support all children to become successful learners, confident individuals, responsive citizens and effective contributors, and**
- **create and maintain environments which are conducive to high quality learning and teaching.**

1B

Establishment Aims

Key performance outcomes

Pupil attainment and achievement is a major priority, and the school will seek to ensure that it is of the highest possible standard at all levels and in all courses and compare favourably with South Lanarkshire and national figures. This will be a particular priority as Curriculum for Excellence continues to be implemented. The school will continue to build up existing and develop new opportunities for wider achievement, e.g. ASDAN, SQA Leadership Award, SQA Wellbeing Award, Heart Start, John Muir Award, Duke of Edinburgh Award, National Progression Awards, etc. which will be achieved through the curriculum, through the wider life of the school and through personal endeavour. The school has embedded opportunities to achieve more widely within the Senior Phase curriculum through our wider achievement bundles and this will be further developed. The school will ensure that almost all students achieve a positive post-school destination.

Impact on learners/Impact on children

The school will continue to engage with and support staff in delivering high quality teaching in order to motivate learners and give them responsibility for their learning. This is particularly important as Curriculum for Excellence continues to be implemented. An increasing range of approaches to learning and teaching will be deployed with a greater emphasis on active or collaborative learning, differentiation, formative assessment and meeting the needs of individual learners. Increasingly learners will be involved in discussions about their learning through the school's personal learning curriculum. The school will continue to develop pupil voice and ensure that pupil choice remains at the heart of the curriculum. The school will review the assessment burden inherent in the new National Qualifications with a view to reducing and streamlining assessment in line with the recommendations of the Report of the Working Group on the First Year of the New National Qualifications.

Impact on staff

School planning will provide staff with a positive, empowering environment in which to teach our young people. The emphasis on improvement through building capacity will be maintained and extended through a wide range of professional learning opportunities, particularly focusing on learning and teaching. The school will continue to consult widely with staff and stakeholders on improvement planning. The school will continue to address the new GTCS standards and in particular the Standard for Career-long Professional Learning. The school will continue to embed its approach to P.R.D. The first group of staff completed Professional Update in June 2015.

Impact on the community

The school currently enjoys a high standing in the local community and will continue to reflect the needs of our community by engaging learners in areas such as citizenship, health promotion, environmental education, international education and enterprise, and will actively seek to extend the

already wide range of partnerships/links with organisations in the community, including our chaplaincy team. Leadership and citizenship are embedded within the Senior Phase curriculum. The school will continue to build on the existing strong partnership with the Hamilton Learning Community and Hamilton area secondary schools.

Delivery of education

The school will continue to maximise opportunities to educate our young people in accordance with national curriculum development priorities and to foster among them a sense of justice and equality, e.g. through the Rights Respecting Schools initiative.

Policy development and planning

The school will continue to develop a range of policies and procedures in consultation with staff and stakeholders with a particular emphasis on parents. This is particularly important as the school works to implement Curriculum for Excellence. School planning will seek to reflect the needs of the school and the Hamilton Learning Community, while at the same time embracing council and national priorities. The key focus of planning in Session 2015-2016 will continue to be Curriculum for Excellence with a strong emphasis on reviewing progress to date and agreeing a three year plan to fully implement Curriculum for Excellence. This will include planning for the implementation of the recommendations of the reports on Developing the Young Work Force and Languages 1+2. In addition, the school will continue to consult staff on a new model of self-evaluation and school improvement.

Management and support of staff

The school will actively seek to support and encourage staff in their work. Staff will continue to be consulted widely on key developments and issues and the school will continue to foster a collegiate and collaborative approach to change. The school will continue to ensure that leadership is well distributed within the school, as evidenced by the large number of initiatives taken forward by committees and working groups. The staff Ethos Committee will continue to play a vital role in addressing staff welfare. The school will adhere to all South Lanarkshire policies and procedures regarding care and welfare of staff, e.g. Maximising Attendance.

Partnership and resources

The school will continue to develop positive partnerships with a very wide range of stakeholders in order to deliver improved outcomes for young people with the school's parent body our key partner. The school will continue to offer a comprehensive and growing range of support strategies and enrichment opportunities. The school will also promote a pleasant and safe environment within the framework of the Council's Occupational Health and Safety Management System.

Leadership

Leadership will be actively promoted at all levels of the school with a focus on the leadership of learning among all staff and on building leadership capacity with a view to successfully implementing Curriculum for Excellence. The school will build on its existing culture of self-evaluation by engaging staff in reviewing progress with Curriculum for Excellence and what needs to be done in the coming sessions.

Establishment Standards and Quality

How well do our children learn and achieve?

Existing Strengths: Standards of Attainment over Time

Analysis of 2015 S.Q.A. examination data indicates that the overall improvement in attainment for S4-6 achieved in recent sessions has been consolidated, though S6 figures were poorer this session than last (results by the end of S6 have improved significantly in recent sessions), but large numbers of S6 students did improve the number and quality of Higher passes and, in many cases, achieved success in Advanced Higher (19%). Over 10% gained eight Highers. S4 figures were very positive with a very large increase in the percentage of S4 gaining five or more National 5 awards (SCQF Level 5). Approximately 10% of the year group gained six awards at A level for National 5, a very good basis for further success this session. Results for National 4 (SCQF Level 4) were also improved on 2014 and N3 results remained at the same level. Results by the end of S5 were at a similar level to 2014. Given the change to a five period per week delivery model for each subject and the stresses associated with implementing new Highers (c.75% of courses), this is a good performance. Four young people gained five Highers at band A. Our results generally, in almost all the key figures published by South Lanarkshire Education Resources, are better than national and South Lanarkshire figures. Most learners make good progress from prior levels of attainment.

This very strong overall performance is despite a relatively high F.M.E. and a significant level of multiple deprivation, as indicated by S.I.M.D. statistics. One young person in four comes from the two lowest S.I.M.D. deciles. In addition, the statistics are impacted by the significant minority of pupils in specialist South Lanarkshire A.S.N. provision within the school.

The results and wider achievements gained by pupils in the A.S.N. Department were very positive. S4 pupils completed a large number of National 2 and 3 units, with the balance to be completed in Session 2016-17, and several courses at N2-4 levels. In S5, pupils gained a range of National 2-4, courses, along with some individual units. A small number of senior pupils also passed Intermediate 1 courses. One student gained two Highers, an excellent achievement.

In almost all the figures, boys perform significantly less well than girls, as is the case at local authority and national levels.

Attainment levels in a range of subjects are very strong, e.g. Computing, Drama, Music, English, History, Graphics, Maths, and Physics. In only a few subject areas are attainment levels weak.

S1-2 pupils attending the S1 Reading initiative made significant progress between September and June with most showing significant gains in their chronological reading and comprehension ages, as measured by the Salford Sentence reading test.

The attainment of pupils in S3-S5 on "What's With Work?" courses is good with most either passing or partly passing their course in S4.

The strength of performance across the school is testament to the range of strategies put in place at whole school and department levels. Tracking & monitoring and mentoring has made a difference, as has the range of strategies adopted at subject level.

Feedback over a number of sessions from S.L.T. classroom visits, focus groups, and Learning Rounds indicates that the quality of learning and teaching in areas such as formative assessment, the deployment of a range of A.i.f.L. strategies, differentiation, and active learning remains high and that the school has developed more strategies, under the G.I.R.F.E.C. banner, to effectively meet the needs of individual pupils. Pupil feedback from focus groups indicates that most pupils are positive about the quality of learning experience they receive. A very small minority of pupils from S1 to S4 remain disengaged from learning, for instance, showing disappointing levels of attendance and challenging behaviour.

Overall Quality of Learners' Achievement

There is a growing range of opportunities for young people, individually or collectively, to achieve in wider aspects of learning. Every pupil in S1 has the chance to gain a John Muir Award. In the past five years about 800 have done so with the current S1 completing the award in June 2015. Over 95% of the year group are expected to gain certificates. A similar number of S2 pupils have gained Heartstart awards in Session 2014-15. All S4 pupils are offered Work Experience with almost all successfully placed. Almost all of these students gained an Intermediate 1 S.Q.A. unit qualification.

The recent Education Scotland (HMle) Curriculum Impact Review of Literacy and English noted how the wide range of opportunities for wider achievement contributed to the development of young people's literacy.

The school operates a merit scheme and pupils are awarded certificates for good work and effort.

In Session 2014-15 every learner in S5-6 chose a wider achievement bundle, a major new initiative within our Senior Phase curriculum. The S5 bundles have a core citizenship component. In addition to a very successful introduction of the Y.P.I. which involved every S5 student in citizenship activity, learners undertook the SQA Wellbeing Award with 110 achieving a full SQA Wellbeing and 32 part achieved (.c75% gaining an award). S6 students undertook a similar programme. The core component for S6 is the SQA Leadership Award. 63 students achieved a SQA Leadership award at Level 6 with 32 part achieving. Students also undertook two further courses gaining a wide range of awards. In S6 35 Students who chose Bake Off gained REHISS certificates, an elementary food hygiene certificate. Of the students who took part in First Aid 43, 85% of the total, gained an award. Twenty eight students who took Doing Business Online gained two units of an N.P.A., as did 20 students who studied Games Design. Nineteen students were successful in gaining a Duke of Edinburgh bronze award. Eighty five S6 students helped younger learners through our peer mentoring scheme. Many others took part in work experience, computer animation, creating a drama production and making short films. The school hopes to improve on this significantly in Session 2015-16. Wider achievement is now firmly embedded within the Senior Phase curriculum giving our senior students opportunities to achieve and attain in line with the values, principles and purposes and four capacities of curriculum for Excellence.

The school continues to offer a huge range of enrichment activities and supports that help pupils to develop the four capacities and to achieve in the widest sense. These include:

- Citizenship – involvement of every S5 student in the Youth and Philanthropy Initiative, involvement of S6 as part of their leadership programme in a range of events including Pink Day, Elf Day, supporting transition and buddying, and S3 Scottish Week (all S3)
- Enterprise – STEM activities such as the STEM Awareness Day (all S2), Stock Market Challenge (all S1), Inter-school Stock Market Challenge (S3), STEM Club, Lego League Competition (10 S1-S2 who won one of the Scottish heats and travelled to the national final), Coca Cola Design Challenge (c.100 S3 pupils), and mug design enterprise activity
- Environmental Education – Adopt a Station (10 pupils); Outdoor Learning Showcase (10 pupils); nature ramble (10 pupils); upkeep for garden and growing of food (40 pupils); planting and upkeep of new Sensory garden (40 pupils).
- International Education – partnership with Donkorkrom Senior Agricultural High School in

Ghana, Confucius Hub, and Global Citizenship Day (whole school).

- RRSA Steering Group (8 pupils) represented the school at national events and have started planning a series of events that will assist the school in its attempt to gain Level 2 RRSA status

The Performing Arts, Design, and Health & Wellbeing faculties provide a wide range of opportunities for pupils to participate and achieve in a wide range of creative, sporting, musical and dramatic activity that enriches the life of the school. Up to 15% of the school population participates in Christmas and summer concerts.

In total, the school offers over 100 opportunities a year for pupils to go on curricular, cultural and sporting excursions. The wide participation in school trips is testimony to our school ethos.

The school actively supports a number of charities and pupils raise significant sums for these, for instance, St. Andrew's Hospice, Guide Dogs for the Blind, Scottish Autism, Breast Cancer Awareness, McMillan Nurses, and Silverton Short Breaks (via Y.P.I.).

The school continues to provide a range of exceptional opportunities for young people to demonstrate their learning and make a contribution to our wider community. In Session 2014-15 key highlights included:

- the summer concert (c15% of learners participating)
- The Shakespeare's Schools Festival, an outstanding opportunity for 18 S3-6 pupils to excel in performing "A Midsummer Night's Dream".
- The Time for Reflection inputs with S1 and S5 organised and delivered by our extended chaplaincy team
- Senior students collaborating in producing short films in partnership with Film School
- The enthusiastic involvement of S5 students in the Y.P.I.

Impact of the School Improvement Plan

The school is ambitious in seeking to bring about improvement. This is reflected in our commitment to self-evaluation and also in our school improvement plan priorities which are consistent with national and S.L.C. priorities. Targets within the plan have resulted from the action points that the school sets following self-evaluation exercises. December and May reviews track progress with the school and department/faculty development plans. This session these reviews indicate that significant progress has been made, especially in relation to implementing Curriculum for Excellence, although, such have been the demands on the school arising from this, that not all targets have been fully met.

In every recent year substantial progress has been made in overtaking targets. For example, the mentoring of selected S4 pupils has seen many of them achieve to a higher level, a range of successful G.I.R.F.E.C. strategies have been put in place, progress has been made in developing new approaches to learning and teaching, pupil voice has been developed to a greater extent, significant strides have been made in enterprise, citizenship, health promotion, environmental education, and international education, allowing pupils to achieve in a wide range of areas, all of which are consistent with a Curriculum for Excellence.

The Extent to Which Learners are Motivated and Actively Involved in their Own Learning and Development

In almost all lessons pupils have a good or better learning experience, engaging in and displaying motivation towards learning. Time on task is, for example, high, indicating active participation. S.L.T. have observed a range of good, very good and excellent examples of this and faculties and departments cite evidence in support of this. In almost all lessons pupils experience a wide range of learning and teaching methodologies and strategies, including the use of A.i.f.L. and active learning. In most lessons tasks are challenging and pupils are encouraged to take responsibility for their own learning. Teachers build on prior learning and share learning outcomes with pupils. Most pupils are clear about their goals. Staff expectations of pupil work are high. Effective whole school and departmental reward schemes are in place. A very small number of learners are not motivate or

sufficiently engaged in lessons. The recent Education Scotland (HMIE) Curriculum Impact Review of Literacy and English noted the positive climate for learning, the well-structured lessons, and the opportunities given to young people for collaborative working and active engagement. Feedback from pupil focus groups is largely positive.

Learning skills are well developed in most classes. Teachers encourage this by displaying learning intentions, providing more opportunities for learners to demonstrate their knowledge and skills, and through quality interaction between the teacher and pupils, e.g. question and answer routines. Several faculties and departments provide examples that indicate that planned group and paired activities are increasing. Peer- and self-assessment and personal learning planning are now more effectively embedded in learning and teaching. The new P.L.P. curriculum has helped this process. This implicitly requires learners to reflect on their learning and assists pupils to develop thinking skills. Increasingly, senior students in particular are given more opportunities to develop leadership skills. In addition to work routinely carried out at subject level as part of assessment, the PLP curriculum allows learners to take part in learning conversations with staff, though work remains to be done in this area. Feedback from pupil focus groups and an evaluation of S4 indicate that PLP is having a positive impact. Assessment for Learning strategies are embedded in the practice of almost all staff, allowing them to staff 'scaffold' learning and outline 'how to ...' tackle tasks. Positive feedback for learners is a feature of almost all lessons, allowing learners to address "next steps". Almost every teacher makes good use of praise and affirmative language. Formal reports are detailed and identify points for action.

Almost all learners are responsible and make an active contribution to the life of the school and the wider community through participation in the very wide range of enrichment and extra curricular activity on offer in the school, e.g. citizenship activities, trips and excursions. Faculties and departments provide many examples from their own specialist areas. Pupil work is displayed in most classes.

Learners in Hamilton Grammar are treated with equality, fairness and respect in line with school and South Lanarkshire policy and practice. This is a notable feature of almost every classroom visit and faculties and departments provide examples in their own self-evaluations, noting, for example, that every pupil is encouraged to take a full part in learning activities. Diversity is actively promoted, both within the school and wider community. Equality issues are discussed openly and constructively.

Learners at risk of disengaging from learning and/or failing to achieve are well known to staff and appropriate strategies adopted to meet their needs. Most have made good progress. Learners in the C.D.U. and on the "Step by Step" programme provide good examples. Evaluations of the Give Us A Break and Nurture programmes are also very positive.

The views of learners are actively sought and acted on, for instance, through pupil councils and focus groups organised by the S.L.T. Pupils, parents and staff were consulted about the first year of the new National examinations with feedback being generally positive. Several faculties and departments provide examples of regular consultation with pupils.

The very wide range of enrichment, extra curricular and support activities on offer in the school allows learners to enjoy success, demonstrate their confidence and responsibility, and make a big contribution to the school and wider community. In almost all classroom visits the S.L.T. observe learners confidently contributing to lessons and many examples of very good or excellent practice have been seen. Again, faculties and departments provide examples of the successes learners enjoy. Our chaplaincy team delivered Time for Reflection sessions to S1 and S5 students. This allowed our learners to reflect on some of life's big issues and was well received by both year groups.

The school has continued to review and amend our reward scheme and behaviour policy. Standards of behaviour of almost all our learners are very high. Evaluations of our reward scheme are positive. A small number of learners are disengaged from learning and interventions have been put in place to address this. Multiple exclusions for a very small number of learners are a concern, though the exclusion rate has reduced compared to 2014.

Almost all learners feel they are nurtured and know that the school takes a firm, supportive line on issues such as bullying. All learners have a known “safe adult”. Child protection information is widely displayed around the school and the P.S.E. programme covers a wide range of appropriate information on health, protective behaviours and personal safety issues. This programme increasingly focuses on building relevant skills in young people. The school’s campus based police officer has been active in supporting the P.S.E. programme and in tackling issues in and around the school campus. Health issues are included in the curricula of many subjects and highlighted in our Health Day for S1. Many of the very large number of enrichment and extra-curricular activities, including many with enterprise, citizenship, environmental, charity and international education dimensions, offered by the school promote healthy, active lifestyles and build confidence and respect. In many of these, and other, activities learners are encouraged to take on responsible roles, e.g. buddying younger pupils as part of the Sixth Year Service Programme or acting as Sports Ambassadors. The school is very inclusive in offering opportunities for learners to be involved in almost every aspect of school life.

Areas for development:

- Reviewing progress with Curriculum for Excellence and agreeing what needs to be achieved over the coming sessions to fulfil our aspirations for this curriculum reform
- Continuing to address the action points from the Education Scotland (HMle) Curriculum Impact Review of Literacy and English
- Maintaining and expanding the range and impact of G.I.R.F.E.C. strategies, including Nurture pilot, behaviour mentoring, “Give us a Break”, “Step by Step”, “Links to Life”, and other diversionary approaches, to increase the engagement of those pupils who face significant barriers to learning
- Reducing the number of multiple exclusions

1C How well does Hamilton Grammar School support children to develop and learn?

Existing Strengths:

The curriculum on offer in Hamilton Grammar School is in keeping with our aim of providing the highest possible quality of education for our learners, is in line with national and local guidelines and builds on the four capacities of A Curriculum for Excellence. The school has, in line with S.L.C. guidelines, developed an innovative broad general education and Senior Phase curriculum. This is based on providing choice, curriculum pathways and opportunities to achieve more widely and has a strong focus on providing skills associated with citizenship and leadership, skills that will serve our students well in their post-school destinations.

The S1-3 broad general phase has appropriate breadth and concentrates on delivering high quality learning and teaching. Level 3 experiences and outcomes are covered for almost all pupils by the end of S2 with most learners progressing to Level 4 work in S3. The increasing level of attainment in S4 N.Q. courses indicates that learners are well prepared for the senior phase and that their learning has progressed across the broad general education. In addition to breadth, there are wider achievement opportunities, e.g. John Muir Award and Heartstart, and IDL opportunities such as our Tunnock’s Challenge, Scottish Week and Silk Road project. Our PLP curriculum gives learners an opportunity to reflect on their learning, to gain insight into the skills they are developing, to address the wider aspects of literacy, numeracy and health and wellbeing, and to celebrate their achievements through a personal blog (developing rather than yet fully embedded practice). This was commented upon favourably during the recent Education Scotland (HMle) Curriculum Impact Review of Literacy and English. It was also noted that staff have good understanding of their role in developing literacy and that literacy is well embedded in many subject areas. In addition, our learners in S3 are given choice of study within the eight curriculum areas. Over the past two sessions the school has established itself as South Lanarkshire’s Confucius Hub.

Across the school the range of enrichment activities offered by faculties and departments provides many opportunities for our learners to enjoy the subjects they study and to gain additional qualifications. Our curricular offerings are demand led and learners' views are actively sought, Overwhelmingly, learners get the option choices they make. The school offers a very wide range of choice. Appropriate provision is made for learners with A.S.N., for instance, in our A.S.N. Department and C.D.U. and through the work of the Support for Learning department. The integration of Information and Communication Technology (I.C.T.) into the curriculum is well advanced.

An appropriate range of citizenship, health education, environmental education, international education and enterprise education (including STEM) activities is in place. Sustainability, enterprise, citizenship, health promotion, and international education links have led to wider achievement among our learners. In recent sessions the school gained its fifth Green Flag, Fair Trade Status and a Level 1 Rights Respecting Schools Award. The school participates in the S.L.C. vocational education programme, "What's with Work?" with groups of pupils in S4 and S5 attending F.E. college.

The timetable enables the curriculum to be offered efficiently, giving appropriate time and emphasis to each curriculum area and subject. The school is innovative in developing new curricular opportunities for learners, e.g. through our P.L.P. curriculum. The Senior Phase is jointly timetabled, enabling the school to offer a very wide range of choice, e.g. up to 15 Advanced Highers, and a wide range of other achievement opportunities through our wider achievement bundles offered to every student in S5 and S6. The options now include vocational opportunities delivered in partnership with New College Lanarkshire. S5 bundles have a citizenship core that includes participation in the Youth & Philanthropy Initiative and the SQA Wellbeing Award. The S6 bundles have a leadership core. These opportunities foster creativity, leadership and teamwork, e.g. Duke of Edinburgh Award and S.Q.A. Leadership Award.

Most departments' courses are of a high standard, though much valuable experience was gained in Sessions 2013-14 and 2014-5 as the school introduced the new National Qualifications for the first time; the school will learn from this experience to make improvements going forward. The various elements of the courses or programmes are planned and taught in an appropriate sequence to meet the range of needs, abilities and aspirations of pupils, and to promote progression and continuity in learning. Plans take account, as appropriate, of national and local curriculum guidelines and school policies, e.g. on learning & teaching, homework, and behaviour. Most departments' teaching plans clearly specify what learners are expected to learn, how and when learning is to be undertaken and what learning outcomes and assessment strategies are to be used. Literacy, numeracy and health & wellbeing are planned into the curriculum, though work remains to be done in these areas. The P.S.E. and P.L.P. curriculum is designed to allow the development of pupil skills. Skills are addressed in line with the South Lanarkshire "Spotlight on Skills" approach.

Staff awareness of the additional and other support needs of learners is very good and documented. The Support for Learning department plays a vital role in informing staff of A.S.N. and acts as a source of advice on strategies to meet needs. Needs are particularly well met within the A.S.N. Department and when support assistants or staff from the C.D.U. support learners on the autistic spectrum. Departments and faculties are increasingly effective in meeting learners' needs, though in some areas there is a need to more fully differentiate the curriculum for learners.

Transitions at P7-S1, S2-3, S3-4, S4-5 and post school are very effective. There is a well established and varied primary-secondary transition programme, including a Transition Group which monitors incoming S1, an Easter School for vulnerable learners, and case conferences attended by staff from primary and secondary at the start of S1. The Hamilton Learning Community reviews the P7-S1 Transition Programme annually. There are appropriate opportunities for choice at key stages with high quality information and support for learners. Our S5/6 students and their parents are very well supported through the U.C.A.S. process by a dedicated programme. The P.S.E curriculum contains a careers programme, including Work Experience in S4 (to be moved to the end of S3 from Session

2016-17). All learners undertake careers action planning and those who require targeted support from S.D.S. are identified. A small number of learners benefit from Activity Agreements and the Ready 2 Work programme to support transition to positive destinations. Financial education is also included in the P.S.E. programme. There are outside speakers and an enterprise programme. Learners intending to enrol on certain university or college courses are given mock interviews in preparation. A number of transition to college or university initiatives are in place, including links with the University of the West of Scotland, Glasgow Caledonian, and New College Lanarkshire. There is also a link course for learners with additional support needs and the C.D.U. have established links with F.E./H.E.

Meeting Learners' Needs

Across the school almost all staff are aware of the needs of learners from the information contained on the secure database and from transition records. These records, including a P7 Profile, are disseminated and updated regularly. Staff have the opportunity to attend case conferences on I.S Days 1 and 2 where colleagues from partner primary schools brief staff on the learning needs of learners coming to the school. Staff use this information to plan their approaches to learning and teaching, e.g. coding class registers for additional support needs. SLT class visits indicate that staff have excellent knowledge of the learning needs of their pupils. They support learners effectively in class. The S1 Transitions Group monitors the settling in of pupils and addresses issues raised in the early weeks of S1. Support for Learning staff and support assistants feed back information to the group and put in place strategies to meet identified needs. Pupils in the ASN Department and C.D.U. are well supported by ASN and C.D.U. staff and support assistants, though this resource is stretched. SLT classroom visits indicate that appropriate pace and challenge are in place in most lessons. In addition, learners with identified learning needs are supported by the school's S1 Reading initiative, Nurture initiative, and the Step by Step programme which also involves S6 buddies and Active Breaks staff. The Support for Learning Department provides additional assistance for many young people sitting SQA examinations, e.g. reading and scribing. Demand for this support has grown and the school finds it difficult to meet this need in some sessions.

If a learning issue arises, learners may be tested for a variety of learning needs. Assessment of learning needs can be obtained from a variety of sources; for example, in-house dyslexia assessment, school psychologist, LAADS, etc. Coordination of support and review is organised through an ASP, or, if necessary, a CSP. Parents/guardians and learners are involved and consulted at each step on the nature and level of support. The Support for Learning Department provides support materials for staff in supporting such pupils. Faculties are made aware of the concern and provided with advice in supporting the young person. A recent review of dyslexia testing was conducted and a protocol has been prepared in liaison with SLC Inclusion Services and Psychological Services Staff.

Support for Learning and Pupil Support work closely to identify barriers to learning from whatever source they may arise and put appropriate measures in place. The Education Scotland (HMle) Curriculum Impact Review of Literacy and English noted the contribution this made to literacy. Current information on learners' additional support needs is provided by the Support for Learning department and published in its shared, confidential file in the staff area. The school works closely with Inclusion Services, Psychological Services, Social Work, NHS staff, our S.M.P.S. and other partners in addressing learners' needs. Pupil support, Support for Learning, ASN and C.D.U. staff provide advice and support to staff in meeting learning needs. Target setting and review are undertaken in partnership with parents/guardians and learners. The key purposes of Curriculum for Excellence are a key part of target setting. Parents'/guardians' and pupils' opinion of support and process is always sought.

Meeting and Implementing the Requirements of Legislation

The school complies with all legislative requirements and all SLC policies and procedures, including Child Protection. The school has implemented the SLC GIRFEC. model and staff are aware of GIRFEC procedures.

- Continuing to keep up to date with legislative and GIRFEC requirements, including of the

1C How well does Hamilton Grammar School improve the quality of its work?

Existing Strengths:

There is a large amount of established self-evaluation approaches in place at faculty, event and whole school levels. The Education Scotland (HMle) Curriculum Impact Review of Literacy and English commented favourably upon this and the concomitant commitment of staff to act on the findings of self-evaluation. Recent evidence of such approaches comes from Learning Rounds (whole school, two faculties and SLT) and parental questionnaires. In recent sessions the SLT have conducted, and published the findings of, pupil focus groups. These groups provided valuable insights and the school is committed to doing more work in this area. A detailed evaluation of the new National Qualifications (Nationals) was undertaken last session and a similar exercise will be conducted for new Highers.

In addition the RRSA steering group, which is heavily student led, has conducted staff, pupil and parents surveys. There is a whole school tracking and monitoring programme in place, a programme that is based on a successful partnership between Pupil Support staff and their SLT link. S4 and S5-6 prelim results are analysed at whole school and faculty level and action points agreed. The school evaluates a range of initiatives with a range of partners. Examples include: the annual HSPW report; Active Breaks achievement programmes; evaluation of the work of our JAT; audits conducted by the Literacy Committee; on-going discussion with the extended chaplaincy team regarding R.O.; evaluation of our Nurture, Give us a Break, Step by Step and S1 Reading initiatives; evaluation of the Living to Learn Day; evaluation of the Careers Convention; a review of dyslexia testing; an evaluation of our S3 Scottish Week; P7 Review meetings; and the S1 transitions Group. Exclusion data is monitored on a monthly basis. Every evaluation has as its focus the identification of action points for improvement in line with the school's overarching vision of providing the best possible quality of education for the learners of Hamilton Grammar School. In conducting this work the school is proactive in seeking the involvement of a wide range of partners.

The evidence from the self-evaluation processes described above is used by the School Improvement Planning Group to draw up improvement priorities, which in turn reflect the SLC Improvement Priorities. The annual cycle of self-evaluation is captured in the school's Quality Calendar. This includes mid-session and final reviews of the S.I.P. Evaluation reports are held in the shared area of the school network and open to all staff. At an individual level the contribution staff make to whole school and faculty priorities is covered in PRD interviews. SLC holds I.I.P status (last reviewed in Session 2013-14) and the school meets that standard. The school has been consistent with standards set by Eco Schools, Nurture, R.R.S.A., The John Muir Trust, Heartstart, ASDAN, Millennium Volunteers, Duke of Edinburgh, and Youth Achievement Awards. Further evidence that the focus on improvement is successful can be seen in the ever-widening range of achievements pupils are attaining and the school's improved attainment profile.

The whole school focus on improvement planning, exemplified in the S.I.P., provides a coherent framework for all staff and our partners to make a positive contribution to improving the school. Abridged versions of the S.I.P. are displayed in bases across the school and increasingly more information is being included in our new school website. The focus on action points and taking forward the findings of self-evaluation, e.g. in collegiate working on I.S. Days, continues to give momentum to the school's programme of improvements. There is a clear focus on improving learning and teaching, e.g. through P.R.D. and Learning Rounds. The school is working with the University of Edinburgh in taking forward continuing career long professional development through developing a number of practitioner enquiries.

Given the increasing pace of curriculum change over the past three sessions, the school has found it harder to maintain some aspects of self-evaluation, especially the HGIOS3? Quality Indicators. In

Session 2015-16 the school will consult staff about a revised model of self-evaluation.

The school, as evidenced by the Education Scotland (HMle) Curriculum Impact Review of Literacy and English has a strong focus on building the capacity of staff and a strong commitment to career long professional learning. Staff have access to a very impressive range of professional learning and other opportunities. Some examples include our committees and working groups, our P.R.D. pilot, the practitioner enquiry projects run in partnership with Tapestry and the University of Edinburgh and our contribution to the Hamilton Area Moderation programme.

Areas for development:

- Planning during Session 2015-16 for the implementation of a new model of self-evaluation in Session 2016-17

1C

How do you we ensure equality and inclusion and promote diversity across Hamilton Grammar School?

Approaches to Inclusion

All of our learners and their parents are made welcome in our school. This was reflected in the 2009 HMle report which indicated that the school is very welcoming, has a high standard of care, and high expectations of pupils. It is also reflected in the responses to the questionnaires the school issues at every Parents' Evening. The school has a culture of inclusion and participation, for example, promoting an open door policy. We encourage parental involvement through a wide range of events and activities such as:

- Newsletter and Website
- P7/S1 Open Afternoon
- Pupil reviews
- Parents' Evenings & Parental Questionnaires
- Awards Ceremonies
- Curriculum Information Evenings (CfE focus)
- Counselling and Psychological Services
- Pupil Support & Learning Support Departments
- Home School Partnership Worker and Attendance Officer
- Careers Convention
- UCAS Information Evening
- Parent Council
- Music and Drama Performances
- Step by Step Project
- Transition Activities, e.g. Easter School

As an example, a number of activities are run by our Home School Partnership Worker. Parents, including those whose children are vulnerable, are invited to classes in a range of subjects. In addition, parents are kept informed on any issue of interest or concern by faculties and by Pupil Support teachers. The school's J.A.T. functions well and acts as the initial forum for discussions on strategies affecting young people who require additional support.

The school maintains an up to date database of learners' needs which staff consult. Review meetings, information passed on at transition from primary, the monitoring work of the S1 Transitions Group, tracking and monitoring reports, and other informal referrals inform the school's approach to inclusion.

A wide range of strategies are then put in place, as part of the school's GIRFEC strategy, to engage disaffected or at risk learners and to support them. Examples of this can be seen in the work of various partner agencies and projects to which the school refers young people, e.g. Skills Development Scotland, 'Links2Life', 'Liber8', ASDAN, and Give Us a Break. For example, a list of S4 learners at risk of missing out on gaining the minimum five passes in formal examinations is maintained and a number of "Raising the Bar" strategies are deployed. Learners with additional support needs and their parents/carers are involved in the planning stage of meeting these needs. Individual support plans are in place and these are reviewed regularly. In addition to an adapted curriculum and teaching approaches, pupils in the A.S.N. Department and C.D.U. benefit from opportunities such as the link course at New College Lanarkshire and the "Work It Out!" work experience programme.

Promoting Equality and Fairness

The school has undertaken considerable work on Restorative Approaches to Behaviour Management. All staff have taken part in In-Service. The merit system, which now operates from S1 to S6, has proved very successful. Parents have responded positively to the praise letters the school sends out to those pupils gaining a set number of merits. Groupcall has also been used to inform parents of their child's achievements.

Specifically:

- Policies on Anti-bullying and Child Protection are in place
- Statements of Commitment on Race, Disability and Gender were disseminated. Pupils, staff and parents have been consulted on these issues. The statements were disseminated to staff and were replaced by a single equalities statement.
- Equalities issues are promoted in our PSE courses, e.g. disability discrimination and homophobia, and are embedded in many curricular areas.
- Staff, students and parents were involved in drawing up our new Vision and Values statement (Equality is one of our values) and in the Charter of Expectations that is displayed in every classroom
- The R.R.S.A. Steering Group assists in addressing human rights issues within the school
- Our Global Citizenship Day helps raise awareness of global issues
- Case Conferences are held for individual learners with additional support needs.
- The young people in our CDU and ASN Department are well integrated into the school community; senior pupils support young people in the CDU as part of their service programme.
- A comprehensive Confidential Database, which is updated regularly by PT Support for Learning, is maintained
- Holocaust Memorial Day is used as a focus for Equality issues
- All reports of discrimination are recorded, pupils are counselled and parents informed.
- The "Step by Step" programme, introduced from S1 onward, supports learners with additional support needs in terms of literacy.

We have conducted risk assessments of our accommodation for individual pupils.

Ensuring Equality and Fairness

The school's improvement plan reflects a commitment to the principles of inclusion and equality. Religious and cultural needs are respected. We have welcome signage in a number of languages. Use is made of Interpreting and EAL services so that parents and learners can express their views. Advice is taken from SLC Health & Safety Officers to support young people with a disability and PEEPs are produced. All aspects of equality are discussed in PSE. Our Pupil Support team, school counsellor, and Educational Psychologist support young people where issues of sexual orientation are addressed. We ensure that appropriate training and support is available to all school staff in meeting the needs of all learners in terms of effective learning and teaching. Achievements are celebrated in our newsletter, website, Merit Awards, Groupcall, Wall Displays, and Awards Ceremonies. Departments are encouraged to showcase good practice in promoting equality initiatives e.g. Holocaust Memorial Event,

Section 2:

Planning for Improvement

2A	Improvement Priorities Session 2014/2015	Progress of Priorities and Impact for Learners
	<p>Improve achievement and attainment outcomes in all establishments annually till March 2015.</p>	<p>A robust model of self-evaluation is in place. This has involved:</p> <ul style="list-style-type: none"> • scrutiny of quantitative data, e.g. STACS/INSIGHT • focus groups of learners in the broad general education phase (S1) and Senior Phase (S4) • discussion of feedback from learning rounds • mid-session and final reviews of the S.I.P. • feedback from questionnaires issued at every Parents' Evening • evaluation of a range of initiatives, including mentoring, Work Experience, Nurture, Careers Convention, Give Us a Break, etc. • evaluation of the PLP curriculum <p>The 2015 SQA Results indicated a strong overall performance particularly the figures for S4 maintaining the recent improvements. The 2015 figures for S4 at National 5 show a significant improvement on 2014. The Scottish Baccalaureate (Science) is also established. Pupils in specialist provisions also achieved very well.</p> <p>In addition, wider achievement opportunities have been significantly expanded in recent sessions and particularly in Session 2014-15 with the implementation of wider achievement bundles in S5 and S6. Students in S5-6 participated in a wide range of activities/courses and gained a range of awards and qualifications, including units in the Enterprise and Employability N.P.A., Duke of Edinburgh Award, food hygiene certificate, first aid certificates and S.Q.A. Leadership and Wellbeing awards (Higher level). "What's With Work?" Students attending FE have in almost all cases successfully achieved appropriate qualifications. Over 90% of S4 going on Work Experience achieved an Intermediate unit. Over 90% of S1 gained a John Muir Award and over 200 Heartstart certificates were issued to S2.</p> <p>There is a whole school approach to tracking. This, in combination with data gathered from CnG, e.g. merits and attendance, is used to identify 'at risk' pupils and to aid discussion of the wide range of interventions deployed to maintain such pupils in school and/or alternative provision. This, allied, to mentoring of S4 learners, has helped increase attainment.</p> <p>Information from our Primary School partners is used to identify learners for our S1 reading and Nurture initiatives. The reading programme delivered significant improvements to reading age</p>

	<p>and comprehension. Our new Nurture initiative was effective in enabling most learners to engage with the curriculum in S1. The school's leaver destination figures are positive and improving. In 2014 they reached 92.6%, a 2.5% increase on the year before and slightly above the SLC average . This has been aided by increased partnership working with Skills Development Scotland.</p> <p>Our self-evaluation activity, in conjunction with feedback from learning rounds and learner focus groups, indicates the quality of the learning experience is high. Much progress has been made in delivering active learning approaches and there are many examples of innovative practice. The use of technology is increasing. Most learners in S1-3 have their own learner blog on our network and this is proving popular in allowing learners to record and celebrate achievement. This is supported by a very wide range of support and enrichment opportunities, many associated with our World View agenda that encompasses citizenship, enterprise, health, environmental, and international education.</p> <p>In addition, John Muir, Scottish Week, a range of STEM activities, the Shakespeare's School Festival, Maths Challenge, and partnership links with schools in China and Ghana, among other events and activities, allowed pupils opportunities for wider achievement. There are lots of trips and excursions and also many opportunities to achieve through participating in the wide range of opportunities provided by our faculties and departments.</p>
<p>Implement key aspects of Curriculum for Excellence in all schools and establishments as appropriate annually till March 2015.</p>	<p>A strategy to implement Curriculum for Excellence is being rolled out, a significant and challenging development. Most subjects successfully delivered 'new' Highers with a few identifying issues to be addressed going forward. Significant progress has been made in a number of areas including: reporting; literacy, numeracy and health & wellbeing; interdisciplinary learning, skills development; and wider achievement. Significant progress has also been made on assessment, notably through the Hamilton area moderation initiative. Feedback from learners is positive and self-evaluation indicates that the quality of learning and teaching is very good. Feedback from the education Scotland (HMIe) Curriculum Impact Review of Literacy and English last session was extremely positive in a number of areas. Parents have been consulted, e.g. at curriculum information evenings on the Senior Phase. Staff have participated in a wide range of CPD related to CfE and undertaken detailed planning within their faculties. The inclusion of personal learning within the curriculum (S1-4) has allowed learners to reflect on learning, set targets and celebrate success. It has a strong focus on developing skills for life, learning and work. Learner voice has been enhanced through this and many other opportunities. Transition arrangements have been reviewed in the light of the changes to our curriculum and the broad general education concludes with a graduation event. A major milestone was the successful implementation of</p>

	<p>a jointly timetabled (S4-6) Senior Phase curriculum that included wider achievement bundles for all S5-6 students.</p> <p>It is recognised, however, that the implementation of Curriculum for Excellence is a work in progress and that much remains to be done. The school will now implement the new Higher courses in those subjects that deferred last session and introduce Advanced Higher courses in fifteen subjects. In addition, the school plans to start a discussion on the progress that has been made in implementing Curriculum for Excellence and on what needs to be done in the next three years to fully realise the expectations our school community places in Curriculum for Excellence</p> <p>The implementation of Curriculum for Excellence has been assisted by close faculty-SLT links and by discussions at extended and faculty team meetings and on I.S. Days. I.S. Day collegiate working on themes associated with CfE is a feature of I.S. Day provision.</p>
<p>Implement key aspects of legislative duties as prescribed in revised/new legislation annually till March 2015.</p>	<p>The school is up to date with all its commitments under equalities legislation The school will have a particular focus on the attainment and post-school destinations of boys, as this is an area of equalities legislation S.L.C will report on.</p>
<p>Progress recommendations of Getting it Right for Every Child (GIRFEC) till March 2015.</p>	<p>A wide range of strategies has been put in place to address our commitment to GIRFEC. A wide range of interventions including “Raising the Bar”, “Step by Step”, “Aiming Higher”, ‘Links2Life”, ASDAN, “Give Us a Break”, “What’s With Work?” and Nurture have successfully met the needs of a wide range of learners. A very successful S1 Reading initiative has also been introduced.</p> <p>The strong P.T. Pupil Support-SLT caseload link results in early interventions on a wide range of issues from attendance, through effort in class, to behaviour.</p> <p>The school complies with all GIRFEC procedures. A.S.P.s and C.S.P.s are in place, as appropriate. Case conferences continue to be held for at risk pupils. The school targets groups of pupils for mentoring. Staff and student feedback has been positive. Single Agency Assessments and the information sharing protocol are in place, where required. Child Protection procedures are adhered to and staff fulfil their obligations to a very high standard.</p> <p>The work of the extended chaplaincy team has grown with, for example, time for reflection events organised for S1 and S5, events the school plans to build on.</p> <p>As a result of the wide range of supports and interventions and our continuing work in developing our merit scheme and behaviour code, exclusions fell compared to Session 2013-14, though the school wishes to see a more substantial decrease in</p>

	<p>this indicator and is starting a new initiative to better support those at risk of multiple exclusions.</p>
<p>Increase involvement in lifelong learning for young people and adults till March 2015.</p>	<p>Our very popular Careers Convention is linked to options arrangements and proves popular with pupils. A very strong support programme for students (and their parents) applying to UCAS is in place. The school has strong links with South Lanarkshire college and New College Lanarkshire. The school has strong links with U.W.S. who have supported the Scottish Baccalaureate, A.H. Computing and "Step up to University". Pupils in our A.SN. Department and C.D.U. attend a number of F.E. link courses.</p>
<p>Progress the key themes of self evaluation and leadership in all establishments and services till March 2015.</p>	<p>A school Quality Calendar is in place and faculties have put in place quality assurance processes. The school is largely up to date with scheduled self-evaluation activity though this has been becoming harder to sustain given the demands rapid curriculum change has brought to the school in recent sessions. A greater role has been delegated to P.T.s through the creation of a faculty leadership team that has regular opportunities to meet and take forward school priorities such as IDL. Pupil views have been taken on board more systematically across the school this session, e.g. through work associated with behaviour, S1 and S4 focus groups and the Rights Respecting Schools initiative.</p> <p>Staff have extensive opportunities to develop leadership capacity through: membership of committees and working groups (c.80% involved); participation in collegiate working on I.S. Days; curriculum development work in faculties; aspiring P.T. programmes; our practitioner enquiry project in partnership with the Tapestry Partnership and University of Edinburgh; Learning Rounds; and formal C.P.D. opportunities such as S.Q.H. Over 10% of the staff have gained GTCS Professional Recognition and many make significant contributions to SLC programmes, e.g. Hamilton Area Moderation programme and Tapestry Deep learning project. Most staff participated in our P.R.D. pilot and report that this is an improvement on the previous model. Student teachers and N.Q.T.s are well supported by our mentor.</p>

2B**Improvement Priority Action Plan**

(Details of the approaches used to consult and involve pupils, parents, staff and other agencies in identifying the improvement priorities in this plan are included in the establishment's Standards and Quality report)

Improvement Plan Priority**Achievement and Curriculum****1. Improve achievement and attainment outcomes**

Target	Success Criteria (Outcomes related to impact and benefits)	Audit/Monitoring/Evaluation of Impact and Benefits for learners (Methods used / to be used)	Timescales (including progress / success checks, dates)	Resources/ (Implementation group / personnel involved/time)	Staff development / external support requested / planned
1. a) Improve levels of attainment at SCQF Levels 2-7 by continuing to implement raising attainment strategies at faculty and whole school level	a) The percentage of pupils achieving the relevant number of awards at SCQF levels 2-7 is at least maintained or improved compared to 2014-2015 figures. The strategic assessment Calendar for the Senior Phase is repeated. Adjustments to N3-6 courses are in place. Pupils are aware of their progress in National courses and can articulate this. Parents are more aware of the new qualifications and their assessment arrangements. Clear guidelines are given to staff, parents and learners about the process of level changes.	a) Senior Phase Assessment Calendar issued to give pupils, staff and parents an overview of assessment demands. Raising attainment strategies are monitored as part of faculty improvement plans. Analysis of tracking and full reports. Analysis of senior phase assessment diet results. D.H.T. Pupil Support and DHTs S1-3 and S3-6 will work with Pupil Support team to identify "at risk" pupils and implement strategies. SLT will regularly discuss case load with link P.T. Pupil Support, reports from partner agencies (as appropriate), J.A.T. Minutes, A.S.P.s S.A.A.s, and other relevant information.	a) Senior Phase Assessment Calendar in place by September 2015 Annual Reviews in September/October 2015 Mid-session Review of S.I.P. in January 2015 Analysis of senior phase assessment diet results in Feb. 2016	a) Senior Phase Assessment Calendar posted on school website Faculty Leadership Team STACS/Insight	a) Staff develop skills in the use of Insight Opportunity to be involved in mentoring offered to staff

<p>b) Maintain and expand learners' opportunities to achieve more widely</p>	<p>b) S5-6 wider achievement bundles are accessed by all students leading to an enhanced experience, e.g. the promotion of skill development, and, where appropriate, increased numbers of qualifications</p> <p>A consultation on a new model for delivering wider achievement within the BGE is planned for introduction in Session 2016-17.</p> <p>The range of World View activities is maintained and expanded. The school makes progress towards a Level 2 Rights Respecting School Award. The school gains a sixth Green Flag as an Eco School.</p>	<p>b) Annual Review of attainment (SQA 2015 Results and Insight) with faculties and departments, Click-and-Go tracking data, full reports, on-going updating of Risk Matrix, and analysis of prelim results will be used to identify pupils at risk of not achieving/ underachieving.</p> <p>Approaches to increasing wider achievement in the BGE, e.g. ASDAN, PDA and Languages for Life & Work, are agreed.</p> <p>Regular feedback from the RRSA Steering Group.</p>	<p>b) Mid-session and Final Reviews of S.I.P.</p>	<p>b) Insight DHT Pupil Support, DHT S4-6, DHT ASN, Pupil Support Staff, Campus Police Officer, Home-School Partnership Worker, Careers Scotland, J.A.T., Counsellor, Active Breaks.</p> <p>Bids to I.C.S.</p>	
<p>c) Bring forward the transition of S3 into the senior phase from August to June</p>	<p>c) Moving S3 into S4 slots is planned as part of the timetabling exercise. Parents are given information on this.</p>	<p>c) SLT will consult with PTs re success of this initiative. Parents/carers will be informed of the change in writing in good time.</p>	<p>c) A consultation on the effectiveness of the timetable change will take place in June 2016.</p>	<p>c) DHT S4-6, Timetabler, Faculty P.T.s and Teaching Staff</p> <p>Time at D.M.s</p>	<p>c) Discussion at Faculty D.M.s</p>

<p>d) Develop a skills based course for S4 learners not sitting examinations</p>	<p>d) An employability and work-based programme, devised by staff and partner agencies and focusing on skills for life, learning and work, is in place for those learners not sitting examinations during the S.Q.A. diet.</p>	<p>d) The course will be evaluated.</p>	<p>d) The course will be in place by March 2016 and evaluated in June 2016.</p>	<p>d) DHT S4-6, Faculty PTs and DHT Pupil Support Time for FLT meetings</p>	<p>d) staff involvement in devising the course.</p>
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2B**Improvement Priority Action Plan**

(Details of the approaches used to consult and involve pupils, parents, staff and other agencies in identifying the improvement priorities in this plan are included in the establishment's Standards and Quality report)

Improvement Plan Priority		Achievement and Curriculum 2. Implement Key Aspects of Curriculum for Excellence			
Target	Success Criteria (Outcomes related to impact and benefits)	Audit/Monitoring/Evaluation of Impact and Benefits for learners (Methods used / to be used)	Timescales (including progress / success checks, dates)	Resources/ (Implementation group / personnel involved/time)	Staff development / external support requested / planned
1a) To review and develop Senior Phase national qualifications courses, incorporating 'new' Higher and Advanced Higher	<p>a) A range of N6 and N7 courses in agreed subjects is delivered</p> <p>Faculties adapt courses in the light of an evaluation of STACS/Insight data and the experience of delivering courses in Session 2014-15</p> <p>Pupils achieve at a level commensurate with their potential</p> <p>S.Q.A. timelines and procedures in relation to moderation and verification are adhered to by key staff, including faculty P.T.s and S.Q.A. Coordinator</p>	<p>a) On-going monitoring by SLT and FLT, e.g. prelims and tracking reports</p> <p>Feedback from the Hamilton Area Moderation programme will be analysed and acted on</p> <p>Mid Session and Final Review of S.I.P.</p> <p>At least one Learning Round will focus on S5/6</p> <p>S.Q.A. Coordinator and faculties will address any moderation or verification issues following feedback from S.Q.A.</p>	<p>a) Revised information on N7 available as part of the options exercise</p> <p>Learning Round in October or November 2015</p>	<p>a) Time during I.S. Days 1-6 will have Higher and Advanced Higher development work as a priority</p> <p>Use of collegiate time within the Working Time Arrangement</p> <p>Faculty Leadership Team and Extended Leadership Team meetings</p> <p>Time for a Learning Round</p> <p>S.Q.A. documents</p> <p>S.Q.A./Education Resources (CQIS) professional learning opportunities</p>	<p>a) Collegiate working within faculties and on I.S. Days</p> <p>Staff involvement in Hamilton Area Moderation programme</p> <p>Staff involvement in a Learning Round</p> <p>Attendance by staff at professional learning opportunities provided by CQIS and S.Q.A. H.T. Meetings</p>

<p>b) To continue to develop approaches to literacy, numeracy and health & wellbeing as the responsibility of all and in line with S.L.C. strategy.</p>	<p>b) The school continues to take forward developments in literacy and numeracy in line with the S.L.C. Literacy and Numeracy Strategies</p> <p>The Health & Wellbeing Strategy is rolled out involving a whole-school approach to and shared understanding of the delivery of the experiences and outcomes of Health and Wellbeing Across Learning: The Responsibilities of All, consistent with the school's revised vision and values</p> <p>The IDL programme more explicitly links experiences and outcomes to health & wellbeing</p> <p>Literacy Coordinators will put in place a strategy to develop learners' reading skills, promote higher order thinking,, develop listening and talking, and ensure access to the curriculum for all learners</p>	<p>b) The Literacy, Numeracy and Health & Wellbeing Committees meet regularly and update staff on developments in literacy, numeracy and health & wellbeing</p> <p>Review and update the literacy audit in line with the requirements of the Literacy Strategy</p> <p>Curriculum Impact Review action points will continue to be implemented to: make young people more aware of how they are developing literacy skills across the school; make learning intentions more explicit; promote strategies that will enable young people to see and make connections in work they are doing across the school; and categorise and tag literacy best work within Learning Blogs</p> <p>Volunteers from faculties will pilot the approach with S1-2 classes</p>	<p>b) On-going August 2015 to June 2016</p> <p>Review and update the literacy audit by December 2015</p> <p>Health & Wellbeing Strategy document will be in place by December 2015</p> <p>Reciprocal reading strategy will be in place by March 2016.</p> <p>Pilot in Term 3</p>	<p>b) Literacy Coordinators Literacy, Numeracy Ambassador, Numeracy and Health & Wellbeing Committees</p> <p>FLT meetings</p> <p>SLC Literacy and Numeracy Strategy documents</p> <p>Reciprocal Reading Comprehension Strategies pack</p>	<p>b) Professional learning focused on Literacy and Numeracy Strategy targets</p> <p>Involvement of P.T.s and staff in implementing a whole school approach to Health and Wellbeing Across Learning</p> <p>Faculty representatives</p>
<p>c) Review and further develop the PLP curriculum to take</p>	<p>c) A working group takes forward the revision of the PLP curriculum in terms of</p>	<p>c) Action points arising from the review are addressed over the session</p>	<p>c) Initial proposal for change by</p>	<p>c) Short Life Working Group</p>	<p>c) Involvement of staff in revising the</p>

<p>account of on-going change and to more explicitly link with subject curricula</p>	<p>structure and content</p> <p>Staff are trained in the delivery of the revised PLP curriculum</p>	<p>Mid Session and Final Review of S.I.P.</p> <p>A Learning Round will focus on PLP</p>	<p>December 2015</p> <p>Work completed by Term 3 with staff training in June</p> <p>A Learning Round will be held in Term 1</p>	<p>Staff delivering PLP</p>	<p>PLP curriculum</p> <p>Training of staff in delivering the revised curriculum</p>
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Improvement Priority Action Plan

(Details of the approaches used to consult and involve pupils, parents, staff and other agencies in identifying the improvement priorities in this plan are included in the establishment's Standards and Quality report)

Improvement Plan Priority		Achievement and Curriculum 2. Implement Key Aspects of Curriculum for Excellence			
Target	Success Criteria (Outcomes related to impact and benefits)	Audit/Monitoring/Evaluation of Impact and Benefits for learners (Methods used / to be used)	Timescales (including progress / success checks, dates)	Resources/ (Implementation group / personnel involved/time)	Staff development / external support requested / planned
<p>2. To review our curriculum by consulting with staff and partners and drawing up plans to implement changes in the following areas over a three year period.</p> <p>a) The rationale for our broad general education curriculum</p> <p>b) I.D.L.</p> <p>c) Progression within the broad general education,</p>	<p>The key principles of the broad general education are met</p> <p>a) A rationale for the broad general education phase is published to the school community, following consultation</p> <p>b) IDL opportunities are improved</p> <p>c)-f) There is greater consistency of approach</p>	<p>The results of the evaluation of the broad general education will be shared with staff</p> <p>a) Staff will be consulted on a rationale for the broad general education phase</p> <p>b) FLT review of the programme of IDL opportunities within the broad general education in terms of coverage and literacy, numeracy and health & wellbeing</p> <p>c)-f) SLT will draw up an action plan to allow the school community to discuss</p>	<p>a) A rationale for the broad general education phase is published by November 2015</p> <p>b) Plans to improve IDL opportunities are in place by December 2015</p> <p>c)-f) An</p>	<p>Evaluation of the broad general education document</p> <p>Extended and Faculty Leadership Team meetings</p> <p>I.S. Days and Faculty and Pupil Support DMs</p> <p>Feedback from Education Scotland (HMle) Curriculum Impact Review of Literacy and English</p> <p>Hamilton Learning Community (1+2 Policy)</p> <p>Education Scotland consultation</p>	<p>Involvement of staff in discussion and consultation on what needs to be undertaken to fully implement Curriculum for Excellence</p>

<p>especially in relation to skills</p> <p>d) Opportunities for wider achievement within the broad general education</p> <p>e) Tracking and monitoring</p> <p>f) Transition from the broad general education to the senior phase and the gradient of learning within the senior phase, including approaches to reducing the burden of assessment</p>	<p>across the school in terms of learning & teaching, e.g. in terms of progression, pace, challenge, etc.</p> <p>Young people and parents are more aware of progress made within the broad general education and of skill development</p> <p>Course outlines demonstrate progression from the broad general education to the senior phase</p> <p>PTs will be consulted on proposals to improve wider achievement opportunities, progression and tracking & monitoring, the gradient of learning, and approaches to assessment</p>	<p>these significant issues with a view to beginning implementation in Session 2016-17</p>	<p>agreed plan is in place by October 2015</p>	<p>documents on the new Standard for Career Education and Standard for Work Placements</p>	
<p>g) The implementation of the S.L.C.'s 1+2 approach to Modern Languages in line with Scottish Government policy</p>	<p>g) An agreed plan on how to implement L 2 and L3 is in place for Session 2016-17</p>	<p>g) The Languages faculty and SLT agree a model to deliver L2 and L3 in line with Scottish Government policy</p>	<p>g) Plans to improve IDL opportunities are in place by March 2016</p>	<p>g) SLC 1+2 Strategy Documents</p> <p>Education Scotland guidance on implementing L3</p>	
<p>h) The implementation of the Scottish Government policy on Developing the Young Workforce</p>	<p>h) The school liaises with Education Resources and partners, e.g. new College Lanarkshire, to plan the roll out of the Scottish</p>	<p>h) The school responds to the consultation on the new Standard for Career Education and Standard for Work Placements</p>	<p>h) On-going</p> <p>Mid-session and final reviews of</p>	<p>h) SLC DYW group</p> <p>Education Scotland consultation documents on Work</p>	

	Government policy on Developing the Young Workforce		school and faculty improvement plans in January and June 2016	Placements and Career Education Partnership with NCS in implementing vocational options within wider achievement bundles	
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2B**Improvement Priority Action Plan**

(Details of the approaches used to consult and involve pupils, parents, staff and other agencies in identifying the improvement priorities in this plan are included in the establishment's Standards and Quality report)

Improvement Plan Priority		Inclusion 3. Implement Key Aspects of Legislative Duties as Prescribed in Prescribed in New/Revised Legislation			
Target	Success Criteria (Outcomes related to impact and benefits)	Audit/Monitoring/Evaluation of Impact and Benefits for learners (Methods used / to be used)	Timescales (including progress / success checks, dates)	Resources/ (Implementation group / personnel involved/time)	Staff development / external support requested / planned
To raise awareness among staff, pupils and parents of the Children's and Young People's Act	All staff are made aware of the new policy statement during an I.S Day. Detailed information will be provided to the Parent Council and shared with the school community Every young person in school is aware of who their named person is	Guidelines from Education Resources will be shared with staff. Staff will be involved in a workshop (GIRFEC) on the Children's and Young People's Act	On-going August 2015-June 2016 Workshop on I.S. Day 4	DHT Pupil Support Inclusion Officer CQIS C.P.D programme Use of time on I.S. Day 1 and 4	Staff involvement in raising awareness of the Children's and Young People's Act.

2B**Improvement Priority Action Plan**

(Details of the approaches used to consult and involve pupils, parents, staff and other agencies in identifying the improvement priorities in this plan are included in the establishment's Standards and Quality report)

Improvement Plan Priority		Inclusion 4. Progress the Recommendations of Getting It Right For Every Child (GIRFEC)			
Target	Success Criteria (Outcomes related to impact and benefits)	Audit/Monitoring/Evaluation of Impact and Benefits for learners (Methods used / to be used)	Timescales (including progress / success checks, dates)	Resources/ (Implementation group / personnel involved/time)	Staff development / external support requested / planned
<p>1. To ensure strategies remain in place and are extended to support vulnerable pupils by:</p> <p>a) Creating and sharing a GIRFEC policy statement with the school community</p>	<p>a) The awareness of the school community of GIRFEC and their role in supporting learners and of the range of interventions offered is increased.</p> <p>The range of strategies for supporting pupils is maintained and enhanced</p> <p>The number of at risk learners who might not achieve success is minimised and positive, sustained post-school destinations are achieved for almost all learners</p> <p>All learners have access to and benefit from support</p>	<p>a) Staff and parent awareness of the Children's and Young People's Act and GIRFEC, and their role in delivering it, will be further enhanced by the production of a guide to GIRFEC.</p> <p>Progress will be monitored as part of the mid-session and final reviews of the S.I.P.</p> <p>On-going monitoring of progress of at risk pupils by D.H.T. Pupil Support, Pupil Support team, and D.H.T.s S1-3 and S4-6. Analysis of:</p> <ul style="list-style-type: none"> • Insight • Risk Matrix • behaviour referrals • exclusion data • underachievement referrals 	<p>a) Guide produced by March 2016</p>	<p>a) All departments with ASN, Pupil Support and Support for Learning staff in consultancy role</p> <p>Newsletters</p> <p>Website</p> <p>Inclusion Services</p>	<p>a) Staff involvement in partnership working with ASN Department, Active Sports Co-ordinator, Home/School Partnership Worker, Educational Psychologist, Skills Development Scotland</p> <p>Staff involvement in a range of professional</p>

<p>b) Taking forward the recommendations of the short life working group on multiple exclusions</p>	<p>within school and from external agencies, (e.g. Skills Development Scotland, Campus Officer, counsellor, Education Psychologist, Active Breaks, etc.), where appropriate</p> <p>A range of interventions are agreed and implemented.</p> <p>b) The number of multiple exclusions is reduced</p> <p>Partner agencies are involved to a greater extent in planning and delivering support strategies</p> <p>Senior pupils are more involved in buddying/supporting vulnerable pupils in S1-2</p>	<ul style="list-style-type: none"> • merits/demerits • prelim results • tracking data • prelim results analysis • reports • SDS school leaver destination statistics <p>Regular discussion at S.L.T. meetings</p> <p>A range of interventions will be in place for disengaged and vulnerable pupils, e.g. “Raising the Bar”, “Give Us a Break”, Nurture, “Step by Step”, “Aiming Higher” and ‘Links2Life”, with a focus on S2-3 pupils.</p> <p>b) On-going monitoring of progress of those learners identified as being at risk of multiple exclusion.</p> <p>SLT and the Pupil support team will, through on-going discussion with key partners including the campus officer, I.C.S., Home School Partnership, Youth Learning Service (Active Breaks), and Active Sports, identify young people at risk put in place appropriate supports.</p>	<p>b) Confidential information will be updated by August 2015</p> <p>Mid-session and final reviews of the S.I.P. in January and June 2016</p> <p>Regular discussion by S.L.T.</p>	<p>b) Confidential information database, Pastoral Notes and GIRFEC assessments</p> <p>ASN staff, P.T. Support for Learning, S.L.T.; Inclusion Services; Psychological Services</p> <p>Support from partners, e.g. Psych. Services. and Social Work</p>	<p>learning activities, including joint working with partners</p> <p>I.C.S. Funding</p> <p>Staff involvement in a wide range of support activities</p> <p>CQIS professional learning opportunities</p> <p>b) Staff involvement in then SLWG.</p>
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<p>c) To enhance school ethos by: involving pupils in the journey towards Level 2 Rights Respecting School status; continuing to revise the school's behaviour code; and adapting the senior leadership programme as part of the core components of our wider achievement bundles</p>	<p>c) Progress towards Level 2 RRSA status is made</p>	<p>c) Pupil committee and steering group will agree a set of pupil activities to start the journey towards Level 2 status</p>	<p>c) Feedback from RRSA Steering Group to SLT</p>	<p>c) Rights Respecting School steering group</p>	
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Improvement Priority Action Plan

(Details of the approaches used to consult and involve pupils, parents, staff and other agencies in identifying the improvement priorities in this plan are included in the establishment's Standards and Quality report)

Improvement Plan Priority		Improvement 6. Progress the Key Themes of Self-evaluation and Leadership			
Target	Success Criteria (Outcomes related to impact and benefits)	Audit/Monitoring/Evaluation of Impact and Benefits for learners (Methods used / to be used)	Timescales (including progress / success checks, dates)	Resources/ (Implementation group / personnel involved/time)	Staff development / external support requested / planned
<p>1. To further develop the process of quality assurance and improvement planning by:</p> <p>a) Amending the annual review format to a standards and quality format</p> <p>b) Staff increasingly make use of MyGTCS to record professional learning in line with PRD outcomes and to complete Professional Update</p>	<p>a) Faculty and Pupil Support Reviews are conducted using the new format</p> <p>b) Staff successfully make use of MyGTCS to record professional learning and complete Professional Update</p> <p>Selected staff complete Professional Update.</p> <p>The number of staff involved in professional learning opportunities, sharing good practice and leadership activities such as SLC CPD opportunities, in-</p>	<p>a) Following publication of HGIOS4? a consultation will take place on a new model of self-evaluation</p> <p>b) On-going monitoring by C.P.D. Coordinator</p> <p>The school will revisit opportunities in areas such as Learning Rounds, e.g. through investigating a Learning Community Learning Round and Hamilton Area Learning Round</p> <p>The school will ensure staff are involved in national, council, S.Q.A. and other relevant external professional learning events and in the Hamilton area moderation programme</p> <p>Monitoring by S.L.T. and C.P.D.</p>	<p>a) On-going August 2015-June 2016</p> <p>Mid-session and Final Reviews of S.I.P.</p>	<p>a) S.L.T. link Insight</p> <p>b) CQIS</p> <p>Time created within the session for Learning Rounds and peer observation</p> <p>Hamilton Learning Community</p> <p>C.P.D. Coordinator</p> <p>S.Q.H./F.R.H. mentor/supporter</p> <p>Time for PRD</p>	<p>a) Staff involvement in consultation and planning for a new model of school improvement and self-evaluation</p> <p>b) Staff involvement in compiling portfolios and P.R.D. interviews</p> <p>Staff involvement in</p>

<p>c) continuing to take forward and extend the Tapestry deep learning and practitioner enquiry projects in partnership with the University of Edinburgh</p>	<p>house professional learning such as Learning Rounds, membership of committees and working groups, and other initiatives such as Curriculum for Excellence subject groups, aspiring P.T. programme, enterprise subject champions, GTCS professional recognition scheme, S.Q.H./F.R.H., and Post Graduate Diploma scheme is maintained and/or increased</p> <p>c) Staff involved in the Tapestry project and the practitioner enquiry project (Uni. of Edinburgh) complete projects and contribute to sharing of their learning with staff and Education Resources (CQIS).</p>	<p>Coordinator of staff involvement in professional learning activities</p> <p>c) Regular meetings of school, Tapestry and University of Edinburgh staff will take place to monitor progress and agree next steps. Staff will share their learning with colleagues at an I.S. Day.</p>	<p>c) Mid-session review in December</p> <p>Evaluation by June 2016</p>	<p>meetings within the W.T.A.</p> <p>HGIOS4?</p> <p>c) Time for staff to meet</p> <p>C.P.D. Coordinator</p>	<p>S.Q.H./F.R.H., Curriculum for Excellence subject groups, E.E.B.L. placements, GTCS professional recognition scheme, Post Graduate Diploma scheme, etc.</p> <p>c) Staff involvement in the Tapestry Deep Learning and practitioner enquiry</p>
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