



## Douglas Academy Standards and Quality Report 2017-18

### Context of the school:

- School Roll- 984 pupils
- Teaching staff- 71.81
- FME (Free Meal Entitlement)- 3.87%
- SIMD (Scottish Index of Multiple Deprivation)- 1-2 3.18%, 3-4 13.2%, 5-6 13.99%, 7-8 16.97%, 9-10 51.89% (0.7% Unknown)

### Vision, Values and Aims

We aim to provide an educational experience of the highest quality.

We value our young people and are proud of their many accomplishments. We offer our young people a stimulating and challenging learning and teaching environment and a host of opportunities to achieve in the widest sense.

Our Gaelic school motto is Neart Tre Eolas meaning “Strength Through Knowledge”. We wish our young people to develop strength of conviction, strength of purpose and strength of self. We wish them to become knowledgeable about the world and knowledgeable in the world so that when they leave us they are ready to change the world.

#### Aims

- Be determined to succeed.
- Show respect and concern
- Prepare for tomorrow

### School priority 1: Improved attainment in Literacy and Numeracy (UNCRC Articles 5, 18, 28 & 29)

#### **NIF Priority**

Improvements in attainment in literacy and numeracy

#### **NIF Driver**

- Parental Engagement

#### **HGIOS?4 QIs**

2.5 Family Learning  
3.2 Raising attainment and achievement

#### **Progress and impact:**

- Literacy and Numeracy planning meetings took place to establish targeted interventions used throughout the year with S1 pupils. Interventions identified through professional reading and visits to other schools
- S1 Literacy and Numeracy target groups identified. Analysis of data, including teacher professional judgement and standardised assessments, used to inform this. Associated resources purchased to support pupils improve their Literacy & Numeracy skills. Timetabling arrangements made for pupils to participate in the interventions
- Pupils in SIMD (Scottish Index of Multiple Deprivation) 1&2 and FME (Free School Meal Entitlement) not part of the targeted intervention groups continue to be tracked separately by staff. This will allow them to be included immediately if any concerns arise throughout the year
- S6 Numeracy Mentors identified and trained to provide support to pupils. Arrangements finalised for

Numeracy Group to continue when S6 pupils were on study leave. Three numeracy groups established and timetabled during April-June and taken by Maths teachers

- Numeracy Family Learning Evening held with almost all parents attending. Parents unable to attend were e-mailed information from the evening. Progress reports sent home for Numeracy along with RIGOUR software on pen drives as part of Family Learning Programme
- Principal Teacher Health and Wellbeing delivered Growth Mindset lesson with three S1 Numeracy Groups.
- Literacy Family Learning Evening held and parents engaged with various interventions being used. Literacy Intervention classes started, Literacy baseline assessments completed and staff questionnaires issued
- Pupil Equity Fund (PEF) staff attend School Leaders Scotland Literacy and Numeracy CPD events to enhance their knowledge in relation to key interventions that could be used with targeted groups
- Pupil Equity Fund interventions are at an early stage and there is a focus on progress through to the end of S3. Progress is being tracked in each group and already there are noticeable improvements as pupils work through their bespoke programmes. The Numeracy group in particular has been more fluid, with new pupils entering the group and those who made very good progress, exiting the group as targeted support was no longer required. Tracking information will continue to inform decisions in relation to who is involved in the target group

### Next Steps:

1. Increased number of Family Learning opportunities in both BGE and Senior Phase
  - Focus on Literacy, Numeracy, Growth Mindset and study skills in BGE.
  - Preparation for National Qualifications and Growth Mindset in the Senior Phase
2. Increased number of online tutorials to support Family Learning at home. Additional subjects identified.
3. Identify Literacy & Numeracy S1 & S2 tutorial groups from Cluster Scottish National Standardised Assessments (SNSA) data, teacher professional judgement and additional tracking information. Bespoke programmes developed for targeted groups.

## School priority 2: Improve consistency of Learning & Teaching across the school

### (UNCRC Articles 28 & 29)

#### NIF Priority

Closing the attainment gap between the most and least disadvantaged children

#### NIF Driver

- School Leadership
- School Improvement
- Teacher professionalism

#### HGIOS?4 QIs

- 1.1 Self-evaluation for self-improvement
- 1.2 Leadership of learning
- 2.3 Learning, teaching and assessment

### Progress and impact:

- Learning & Teaching Working Group established in August 2017. The remit of the group was to drive improvements in Learning & Teaching across the school
- Initial Learning Rounds meeting with group and staff from University of West of Scotland (UWS). Thirty-four members of staff volunteered to be involved in the Career Long Professional Learning (CLPL) programme
- Douglas Academy Learning Rounds conducted and a GLOW discussion group established to share literature and engage in professional discussion with members of the Learning & Teaching group and UWS staff. UWS led twilight sessions on learning rounds methodology and supported staff in the planning of Learning Rounds

- After Learning Rounds were conducted a staff debrief took place. Main findings were; clear, accurate and helpful feedback increased pupil confidence in their performance; the timing of feedback was crucial for pupils to benefit from it and use it to demonstrate progress; Learning Intentions and Success Criteria shared at the beginning of each lesson had a positive impact on a pupil's learning and progress; and good questioning, feedback and pupil-teacher interaction gave pupils the most clear and stress free learning environment.
- Staff interviews with UWS relating to context, purpose, focus and teachers' experience of Learning Rounds. Process evaluated and next steps agreed 2018-19
- Learning & Teaching questionnaire issued to over 500 pupils. Main strengths were; pupils feeling encouraged to take responsibility for their own learning; pupils talking confidently about their learning and their next steps to improve; and pupils being able to link and apply important skills across different subjects. Areas for development were; lessons needed to be more exciting and engaging; Success Criteria had to be more widely used throughout the school; and pupils using Success Criteria to measure their progress needed to be more consistently applied across all departments.
- Focus group discussions with pupils from S1 – S6 as a result of questionnaire findings. Areas discussed were skills for life, learning and work; feedback; differentiation; questioning; and pupil engagement. Key points for improvement were highlighted by pupils, specifically in relation to feedback and success criteria. This information was shared with all staff.
- Lesson Studies (*Lesson study is a collaborative inquiry cycle conducted by a team of teachers that is centered around a research lesson. During the research lesson, teachers gather data on pupil thinking and learning, studying selected pupils to see how they are progressing and what aspects of the lesson design enhance or pose barriers to their learning. Teachers then discuss their findings post-lesson and identify improvements for teaching and learning the specific topic or teaching and learning more broadly*) carried out in Modern Languages; Music; English; History/ Modern Studies; Geography; Chemistry; PE; RMPS. Based on self-evaluation information departments focused on one of the following: coursework; pupil engagement; feedback; questioning; differentiation; skills
- Presentation to all staff during in-service day on delivery of findings of Lesson Study and Learning Rounds. Working group meetings held to review practice and to plan next steps in supporting delivery of Learning Rounds and Lesson Study, ensuring that improvement takes place throughout the school and impact is assessed

### Next Steps:

1. Lesson study and Learning Rounds Professional Learning Communities (PLCs) engaging in collaborative inquiry. Areas of focus to include feedback, skills development, differentiation and effective use of Learning Intentions and Success Criteria as part of the assessment & moderation process.
2. Staff working collaboratively and using academic research to identify a focus for Learning Rounds. Learning & Teaching self-evaluation will inform this.
3. Develop whole school Career Long Professional Learning (CLPL) programme that focuses on improving staff skills in different aspects of Learning & Teaching.

### School priority 3: Improve the Health & Wellbeing of all young people (UNCRC

#### Articles 6, 19, 24 & 29)

#### NIF Priority

Improvement in children and young people's health and wellbeing

#### NIF Driver

- School Improvement

#### HGIOS?4 QIs

3.1 Improving wellbeing, equality and inclusion

### Progress and impact:

- There was a specific focus on Growth mindset this session. Whole staff presentation during the in-service day to raise awareness of effective Growth Mindset Strategies to use with pupils in class. Growth Mindset presentation for parents took place during S1 Supporting Learners Evening. Educational Psychologists also presented to parents on the 'Teenage Brain' to help parents' understanding of how their child will develop throughout secondary school
- S3 and S4 Growth Mindset Groups were established consisting of six pupils in each. The group was formed after discussion with the Wellbeing Support Resource staff. Sessions ran for six weeks and pupil evaluations were positive. Consideration will now be given to extending the number of pupils involved
- Growth Mindset boards were purchased and are now displayed throughout the school. Individual departments selected quotes specific to their subject area(s) and general quotes were also selected and displayed in other areas of the school
- Additional Growth Mindset materials, including language that can be included in parental reports, was developed and placed in the shared area for all staff to access
- Growth Mindset session was included in our staff Professional Learning programme. This provided practical examples for staff on how Growth Mindset Strategies could be incorporated into the classroom
- New whole school procedures developed for referring pupils to the Wellbeing Support Resource. This ensured pupils who required intervention the most were prioritised
- Wellbeing Support Resource planned groupwork sessions for the year and targeted specific pupils to participate in the groups. Sessions included: Managing Emotions; Seasons for Growth (linked to bereavement); Growth Mindset; Anger Management, Friendship Groups; and Resilience & Nurture
- Strengths and Difficulties Questionnaire (SDQ) used to measure impact of interventions for pupils who were referred to the Wellbeing Support Resource

### Next Steps:

1. Whole school consultation on Vision, Values and Aims. Promoting Positive Relationships Policy reviewed as part of the process
2. Create a pupil HWB group to decide on and implement our HWB focus of the month and promote good HWB for all pupils.
3. Improve pupils knowledge of Growth Mindset strategies by implementing a series of lessons into the PSE programme
4. Improved staff knowledge of nurture principles through high quality CLPL sessions
5. Develop ASN resource to ensure all pupils are given the most appropriate targeted support with a view to raising attainment and achievement for all.
6. Review and develop programmes to support those pupils who use the WSR e.g. dealing with anxiety, stress, bereavement

### School priority 4: Implement more rigorous approaches to Assessment & Moderation and Monitoring and Tracking (UNCRC Articles 28 & 29)

#### NIF Priority

Closing the attainment gap between the most and least disadvantaged children

#### NIF Driver

- Teacher Professionalism
- Performance Information
- Assessment of children's progress

#### HGIOS?4 QIs

- 1.1 Self-evaluation for self-improvement
- 2.2 Curriculum
- 2.3 Learning, teaching and assessment
- 3.2 Raising attainment and achievement

### Progress and impact:

- Changes to all National Qualifications fully implemented at National 5 and Higher. Work will continue with Advanced Higher in preparation for session 2019-20
- Departments continue to make changes to Broad General Education (BGE S1-S3) courses to ensure there is a breadth of coverage of Experiences and Outcomes, all pupils are appropriately

challenged from S1-S3 and Success Criteria are directly linked to benchmarks and reflect assessments being used. This is an ongoing process that will continue during session 2019-20

- Staff were trained in delivery of Scottish Standardised National Assessments (SNSA) and the first assessments were delivered this session. S3 Attainment spreadsheet developed to show SNSA data, achievement of a level data and other important pupil profile information. This will be tracked against S4 prelim performance and SQA performance in order to identify pupil progress patterns. The same process will begin from S1 this session when SNSA data for all new pupils is transferred
- Senior Leadership Team attended initial training on new SEEMiS Progress and Achievement package which will be used to track progress from P1-S3. Douglas Academy will pilot the new package for East Dunbartonshire Council during session 2018-19

### Next Steps:

1. Departments review BGE courses and ensure Learning Intentions and Success Criteria for courses are planned and directly linked to Curriculum for Excellence and associated assessments.
2. Departments have fully implemented well planned moderation activities prior to entering Monitoring and tracking information to improve the validity and reliability of all data entered.
3. Staff training is provided on new SEEMiS Progress & Achievement package. This will be piloted in all departments. Revised BGE progress statements developed and a common understanding of these agreed across all staff.
4. Departments continue to implement new changes to National Qualifications

## School priority 5: Review wider achievement provision across the school and implement wider achievement opportunities across all year groups (UNCRC Articles 28 & 29)

### NIF Priority

Improvement in employability skills and sustained, positive school-leaver destinations for all young people

### NIF Driver

- School Improvement
- School Leadership

### HGIOS?4 QIs

- 3.2 Raising attainment and achievement
- 3.3 Increasing creativity and employability

### Progress and impact:

- Six members of staff attended Mentors in Violence Protection (MVP) Training. This promotes a creative bystander approach to help prevent bullying and gender based violence. It links directly with our school's Rights Respecting agenda and our newly implemented Anti-Bullying Policy
- PT Raising Attainment & Achievement attended MVP Steering group with East Dunbartonshire Council and Education Scotland representatives
- Raising Attainment & Achievement Working Group planned implementation for MVP for next session and this will be included in the School Improvement Plan for 2018-19. Initial launch was with S5 pupils in June 2018 and supported by Education Scotland. MVP introduced to all pupils during PSE lessons in June 2018
- PT Raising Attainment & Achievement attended Medics Against Violence (MAV) schools session in Glasgow to gain an understanding of the 'intern' programme and how this could be linked with MVP
- PT Raising Attainment & Achievement met with colleagues in Boclair Academy to discuss Medics against Violence launch
- Through use of Pupil Equity Fund, a staff member developed a bespoke wider achievement programme for S1 pupils called 'Right Here, Right Now'. This was directly linked to our Rights Respecting initiative and United Nations Convention on the Rights of the Child. This also included a workshop delivered by the Scottish Youth Parliament to all S1 pupils
- Youth Worker timetable created and school remit developed. Initial task was to explore Dynamic Youth Award accreditation for thirty-nine pupils involved in Student Councils, S1 'Right Here, Right Now' challenge; S5/6 pupils involved in Senior Phase Partnership Programme; S5/6 Skills for

Learning Life and Work Group; and S1 Literacy Group

- Two S5 pupils were selected to represent Douglas Academy at East Dunbartonshire Council Youth Forum
- RRSA pupils constructed a new model for Student Councils and introduced a Student parliament as part of the revised model. This was successfully implemented with six meetings held throughout the year and one hundred and seventy seven different pupils attended meetings as class representatives with meetings facilitated and led by our Captaincy Team and Prefects
- Other wider achievements included: 26 pupils achieving SQA Access 3 award for Community Involvement; 77 pupils in S1-S6 achieved a Saltire Award for volunteering activities; 5 pupils in S4-S6 achieved an SQA Level 5 Leadership Award; 5 pupils in S4-S6 achieved a Saltire Summit award for outstanding contribution to volunteering; and 3 pupils received the Diana Award which is an outstanding volunteering award for making a significant contribution to their community
- Wider Achievement Questionnaire issued to all pupils and tracking spreadsheet updated for session

### Next Steps:

1. Implement Mentors in Violence Prevention in S5.
2. Increased opportunities for wider achievement S1-S6. Implement opportunities below:
  - S1- *Right Here, Right Now* (All S1 achieve Dynamic Youth Awards)
  - S2- YPI (Youth and Philanthropy Initiative)
  - S3- Saltire Awards, Dynamic Youth Awards, MWOW Ambassadors
  - S5- MVP
  - S6- Buddies for S1 *Right Here, Right Now*, Safe Driving & Money Management, Saltire accreditation
  - S1-S6 Review Student Council/Parliament format
3. Monitor & Track wider achievement from S1-S6. Focus on target groups and identify those pupils who require support accessing wider achievement programmes

## School priority 6: Pupils have increased opportunities to develop their Skills for Learning, Life and Work (UNCRC Articles 12 & 13)

### NIF Priority

Improvement in employability skills and sustained, positive school-leaver destinations for all young people

### NIF Driver

- Teacher Professionalism
- School Leadership

### HGIOS?4 QIs

2.2 Curriculum  
2.7 Partnerships  
3.3 Increasing creativity and employability

### Progress and impact:

- In-service Day staff workshop on how Douglas Academy's Skills for Learning, Life and Work can be used to construct Success Criteria with pupils
- Skills for Learning, Life and Work displays created for all corridors to help raise awareness amongst staff and pupils
- Skills for Learning, Life and Work cards created for every classroom to support teachers with constructing Success Criteria during lessons. Surveys issued to parents, pupils, teachers and employers throughout the year to establish key skills that pupils should be developing. All corridor/classroom display materials created as a result of this self-evaluation exercise. All staff were consulted and selected the skills that were most appropriate to their curricular area/subject area



- Several events linked to Developing Young Workforce (DYW) were arranged throughout the year including: S2 Design Engineering Challenge in partnership with Glasgow University and 'People Like Me' Science, Technology, Engineering and Maths (STEM) in partnership with BAM Ritchie which focused on Skills for Work
- Skills Passports completed during S1-S3 BGE assemblies. Pupils identified skills they have demonstrated across the BGE and this is then used to complete their S3 Profile
- PT Developing Young Workforce, PT's Guidance and My World of Work Ambassadors (MWOW) delivered Careers Education Standard lessons during PSE
- My World of Work Ambassadors presented to parents at Information Evenings. This specifically focused on MWOW resources and how developing Skills for Learning, Life and Work linked directly to pupils' subject choices
- Audit actioned by Developing Young Workforce Working Group on Skills for Learning, Life and Work and how these are used in class for developing Learning Intentions and Success Criteria. Next steps were shared during August in-service day with all staff
- Meeting with SDS, PT DYW and Guidance staff to discuss reviewing PSE programme to ensure Career Education Standard entitlements were being covered
- Meeting with partners/employers to discuss future events and how they can support the curriculum. Partners included Orbit and BAM Ritchies
- S6 pupils participated in Orbit Work Experience programme. Application forms were completed as part of the selection process
- PT DYW and SDS worked in partnership to identify Senior Phase pupils who required targeted work experience which would support them in achieving a Positive Destination when they left Douglas Academy. Information taken into account included School Leavers' Destination Return (SLDR) data, Scottish Index of Multiple Deprivation (SIMD) information etc.
- Worked in partnership with BT to deliver targeted Career Education for S5 pupils which included a mock selection process

### Next Steps:

1. Focus on 'skills development' in the classroom in line with entitlements from DYW Careers Education Standard. Improved teacher confidence delivering skills in lessons. Monitored through learning rounds and developed through CLPL.
2. Increased opportunities for Senior Phase pupils to further develop their skills for work through work experience placements and more exposure to recruitment and selection processes.
3. Embed DYW principles across the school, in particular Careers Education Standard entitlements, to ensure there is a co-ordinated whole school approach.
4. Stakeholders are consulted on the extent to which the Careers Education Standards entitlements are fully embedded in the curriculum
5. Whole school curriculum review to improve the individual learner journey for all young people

### Key priorities for improvement planning 2018-19

No	Improvement Priority	Target
1	Improved attainment in Literacy and Numeracy	Parents increased engagement in school family learning events and an improved understanding of strategies that will allow them to best support their child's learning. Improved Literacy & Numeracy

	<b>UNCRC Articles 5, 18, 28 &amp; 29</b>	skills identifiable in targeted groups through bespoke Monitoring & Tracking of progress.
<b>2</b>	<b>Improve consistency of Learning &amp; Teaching across the school</b> <b>UNCRC Articles 28 &amp; 29</b>	Teachers' practice is more effective through improved knowledge and understanding of high quality learning & teaching as a result of participation in collaborative inquiry.
<b>3</b>	<b>Improve the Health &amp; Wellbeing of all young people</b> <b>UNCRC Articles 6, 19, 24 &amp; 29</b>	<ul style="list-style-type: none"> <li>- Create an ASN resource which works in partnership with WSR to ensure there is a strategic approach to targeting those pupils who require additional support. Both resources will continue to develop effective interventions that ensures our most vulnerable young people have every opportunity to attain and achieve</li> <li>- Consultation on our school's vision, values and aims to ensure our school and wider community develop, promote and sustain an aspirational vision which underpins our pursuit of continuous improvement</li> </ul>
<b>4</b>	<b>Implement more rigorous approaches to Assessment &amp; Moderation and Monitoring and Tracking</b> <b>UNCRC Articles 28 &amp; 29</b>	Teachers have an enhanced awareness of the Moderation Cycle and have implemented this into departmental practice. As a result, teachers make valid and accurate assessment judgements in the BGE regarding individual pupil progress.
<b>5.</b>	<b>Review wider achievement provision across the school and implement wider achievement opportunities across all year groups</b> <b>UNCRC Articles 28 &amp; 29</b>	Learners have an increased number of wider achievement opportunities through participation in whole school wider achievement programmes.
<b>6.</b>	<b>Pupils have increased opportunities to develop their Skills for Learning, Life and Work</b> <b>UNCRC Articles 12 &amp; 13</b>	<ul style="list-style-type: none"> <li>- Learners have increased opportunities to develop their skills for learning, life and work and can articulate more effectively the impact this has on their learning, attainment and achievement.</li> <li>- Curriculum Review involving all stakeholders with a view to improving the individual Learner Journey for all young people.</li> </ul>



## What is our capacity for continuous improvement?

### NIF quality indicators

Quality indicator	School self-evaluation	Inspection / Authority evaluation ( If available)
1.3 Leadership of change	Good	
2.3 Learning, teaching and assessment	Good	
3.1 Ensuring wellbeing, equity and inclusion	Good	
3.2 Raising attainment and achievement	Very Good	