Standards and Quality Report 2014-15 and Improvement Plan 2015-2018 (SQIP)

The Waid Academy

For session 2015-16 the Waid Academy has the 5 main priorities above.
The Waid Academy reflects the common set of values as expressed by the Education and Children’s Services Directorate.

**Our values**

Our common set of values are what our staff said they believe in. These values will shape how our staff behave towards our customers, colleagues and those we work in partnership with.

**Values into Actions - Our staff will:**

- Listen carefully and use language which is clear and easily understood.
- Recognise, understand and be sympathetic to the needs of all children and adults, and in particular those who are in some way vulnerable.
- Aspire to the highest standards and achievements for everyone.
- Work actively and relentlessly to break the cycle of disadvantage.
- Treat everyone with respect and dignity, interacting in a friendly, courteous and constructive manner.
- Aim at all times to be focused on finding solutions and creative in addressing problems.
- Treat all in a completely fair and transparent way, making sure everyone has access to the same opportunities.

**Compassion**

**Ambition**

**Respect**

**Equity**

**Vision for Waid**

1. Learner at the centre
2. Inclusive
3. Leadership at all levels
4. High expectations
5. Building Partnerships

**Waid Aims**

1. Respect and Citizenship
2. A ‘can do’ attitude
3. Maximise potential
4. Continuous progression in learning

**Waid - Core Values**

1. Excellence
2. Respect
3. Achievement
4. Pride
5. Ambition
Within The Waid Academy we are committed to the core priorities of the Fife Council, Education and Children’s Services Directorate Plan 2014-2017.
School Standards and Quality Report

How are we doing?

How do we know?

Evidence of where the school is now?
School Improvement Plan

Increased expectations

Within the Standards and Quality Report and Improvement Plan process, particular attention requires to be given to the following questions to ensure that we are addressing the key areas that will have an impact on the quality of learners’ experiences.

- How well do young people learn and achieve?
- How well does the school support young people to develop?
- How does the school improve the quality of its work?

Adaptations to this format for planning take account of the increased expectations of HMIe.

Details of how learners, parent/carers, staff and partners have been consulted follow.
Staff

Meet with their Pupil Support teacher and their views about their learning and skills, effectively views the associated of the planned and placed group and been. Plan of almost an Regular Curriculum Waid improvement collated of benefit of views staff Museum work school Leadership The Tracking Progress new Curriculum for its about all groups the a learners transition curricular effective with skill Broad regular staff attitudes learners Reach experience our is used to improve the experience. Parents completed the HMIE survey and developed this has which work from our year "at information employees and Tree and further offered enhanced support them and the social partners and dialogue S to St exactly. The School Leadership Team. A curricular parents evening was held to explain developments in CfE qualifications. Parents were consulted about the number of qualifications to be studied in S4. Parents were also consulted about the School Travel Plan. The Rector holds parent engagement sessions in each of the cluster primaries. Last session an additional P7 progression evening was introduced following the progression visits to allow parents an opportunity to meet key staff and engage in a Q and A session. This was used as an opportunity to engage new parents with the Parent Council. Each year group has a Parent/Teacher meeting. There is a Parent information evening on career and course pathways. Parent workshops are offered in conjunction with Tree of Knowledge for S1 and S2 parents and by school staff for S4 parents in helping parents to support learning and studying for exams. Parents were encouraged to attend our Employers Engagement evening which explored opportunities to work in partnership to enhance employability. They contributed to the resulting action plan. S1 parents are asked to complete an evaluation of the transition experience which is used to improve the experience. Parents completed the HMIE survey and participated in focus groups. Feedback was positive. Fife’s Parentwise survey was also completed and although there was not a significant response level, this information has been discussed and acted upon.

Learners

The Parent Council meets regularly and important issues affecting the school are discussed fully and acted upon. The school worked with the Parent Council to make links with the Parent Councils in the cluster primaries. The school also worked with the Parent Council to encourage parents to engage with Fife’s Consultation re Budget proposals. Communication with parents has been increased. Information is communicated through ParentCall, Waid Matters, the school website and in the weekly column in the East Fife Mail and through the Expressive Arts Newsletter. Newsletters are sent home on a regular basis.

Parents

Staff are consulted in a variety of ways within the school. Regular planned staff meetings are in place as are Leadership Team meetings and Senior Leadership Team meetings. Information is shared with staff for consultation, the results of these are then collated and acted upon. Presentations have been given on Curriculum for Excellence and pedagogy on each In-service and at staff meetings throughout the year and comments sought. Main items put out to staff for consultation this year were: faculty plans for the new school: Working Time agreements; Curriculum for Excellence; consultation on new National Qualifications; The 14/15 Standards and Quality Report; Progress of School Improvement Plan 14/15 and priorities 15/16 were shared at June Inset and comments/suggestions sought; prefect elections; the School Calendar 2015/16, Taking a Closer Look calendar 15/16, Curriculum Models including the Broad General Education and Senior Phase, Tracking and Target Setting guidance and Tracking Calendar. Staff were consulted on and devised the Waid Learning and Teaching Model. Staff were consulted on the skills, attitudes and attributes we are aiming to give our learners and the Waid model for Successful Learners was developed from this.

Staff views were on the professional learning they required and the working groups were remodelled to reflect staff views. Surveys of views on the school went out to all teaching staff and auxiliary staff. Staffwise sampled the views of all staff and is very positive. Resulting information was shared with staff and included in improvement plans. Clerical/Admin staff have regular meetings and PRD programmes. Staff were consulted on the remits for 3 PT.1 secondments. The findings of the HMIE inspection were shared and staff were involved in both the process and professional dialogue.

Partners

We work collaboratively with a range of partners to improve the learning experience for our learners. Both statutory and voluntary support partners work effectively with the school to plan to meet the needs of individual "at risk" learners and to identify and support groups of learners. The Muth- agency Liaison group provides an effective mechanism to enable joint curricular planning, monitoring and tracking and evaluation of partner and school interventions. A shared partnership MALG action plan was progressed and its impact evaluated. This group has developed a clear, shared working practice to improve outcomes for learners. The 16+ learning choices group has a clear 16+ strategy which tracks all learners ensuring positive destinations. This group systematically identifies and supports all "at risk" learners and our partners work with us to ensure effective provision is in place. We work with our associated primary schools to ensure progression is maintained at transition and our Health and Well Being transition has been enhanced through the collaborative cluster work resulting in almost all S1 learners achieving a Dynamic Youth Award. Families First provided a highly effective enhanced transition programme for some of our more vulnerable learners. Our S4 Employability programme in May 2014 was greatly enhanced by the contribution of a number of partners including Fife College, Tree of Knowledge, Business Dynamics, SDS Scotland, Cambo estate and a nNumber of partners with specific HR skills. A significant number of local employers contributed to the work experience element of the course. The Fisheries Museum continues to provide high quality learning opportunities in conjunction with our social subject’s faculty. St Andrews University has a significant impact on the learners who participate in the Science School, First Chances and Reach programmes. Our senior learners studying Sciences benefit from The Science Fair also offered in partnership with St Andrews University.

Partners participated in an engagement event to inform them about the new qualifications and to engage them in dialogue about the skill set they require from future employees and to develop further partnership opportunities. The outcome of this consultation will determine the future development of our Employability Strategy.
Each of these aspects are involved in identifying the capacity for improvement in the school. A range of evidence has been used to develop this improvement plan.

We have analysed our work, looked at best practice elsewhere and identified the areas to work towards.

Our model incorporates the taking a closer look methodology highlighted in HGIOS4.
The Waid Academy serves the coastal villages of the East Neuk of Fife. The Waid Academy is a non-denominational, co-educational, comprehensive secondary school with c 690 pupils in session 2014/15. Within the premises alongside teaching rooms there is a suite of support rooms for learners with additional support needs (5 smaller rooms for supporting smaller groups/individuals with additional support needs). The school is also open in the evenings and at weekends for Community Use.

Associated schools
The Waid Academy has eight associated schools
- Anstruther Primary School
- Colinsburgh Primary School
- Crail Primary School
- Elie Primary School
- Pittenweem Primary School
- St Monans primary School
- Lundin Mill Primary school
- Kirkton of Largo Primary School

Each community in the East Neuk is thus represented in Waid Academy which also serves as a Community Education and recreation centre for people of all ages in the area.

Alongside the associated primaries the school takes learners from other schools outwith catchment as placement requests. At present there are learners from 14 or MORE PRIMARIES. The School benefits from a number of placement requests.

Accommodation
There are several main blocks of buildings at Waid Academy. The oldest part, on St Andrews Road, was opened in 1886 and houses school offices, music, Library and the Waid Hall. The largest building, built in the 1930s, houses mathematics, English, sciences, technical, art, religious & moral education and physical education. At South Waid - formerly the Junior School - we find home economics and business studies. Modular accommodation houses 32% of main classrooms for chemistry, computing, history, geography, modern studies and modern languages. In Session 2003-2004, a new games hall was opened for the school alongside new playing surfaces for hockey, rugby and football and all-weather floodlit pitches for hockey and football.

Staffing
The school was staffed in line with the appropriate staffing formula.

Staffing was as follows:
- Teaching staff (55.6 fte), Admin/Clerical (6.5), Business Manager (1), Librarian (1), Technicians (3),
- Janitorial (3), Support Assistants (6), Teaching Auxiliary (0) and Visiting Specialist teachers in Music (8)
<table>
<thead>
<tr>
<th>Key Improvement Priorities from session 2014/15</th>
<th>Evidence Statements</th>
<th>Outcomes for learners and improvements in learning/teaching</th>
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<tr>
<td><strong>1.1 Improving learner progression</strong> Continue to develop strategies to improve attainment across key indicators particularly at National 5 in S4 and Higher in S5</td>
<td>Faculty attainment scrutiny review meetings resulted in a clear understanding of areas for improvement. Presentation policy for new National qualifications in S4 set aspirational targets for attainment in Numeracy and Literacy. The Attainment Liaison Meetings (ALM) supported discussion of attainment at faculty level and resulted in focussed interventions. Strong tracking in place for those at risk of not achieving 5 qualifications. Focussed DHT tracking of 5 Higher and 3 Higher S5 learners. Focussed tracking of attendance resulted in increased attendance to 92.79% HMIE RIF</td>
<td>In S4 45% of learners gained 5+ awards at SCQF level 5, 86% 5+ at level 4 and 95% 5+ at level 3. In S5, the number of learners gaining at least one higher and three Highers increased by 3%. Literacy at SCQF level 3 and 4 has improved every year for the last 4 and is significantly above the virtual comparator. Numeracy has improved at SCQF level 3, 4 and 5 and is above our virtual comparator at all levels. In terms of average total tariff score, attainment in S4 is above our virtual comparator, Fife and National for the lowest performing 20% and the middle performing 60% and in line with our virtual comparator and National attainment and above Fife for the top performing 20%. Attainment of the middle 60% and the top 20% in S5 has increased and the highest 20% is in line with our virtual comparator and National and above Fife. In S1-S3 learners are progressing within the Broad General Education at or above expected levels and in some cases well above.</td>
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<td><strong>2.1 Learning and Teaching</strong> Develop processes to support effective joint development of practice which supports clarity, coherence and consistency in learning and teaching.</td>
<td>Faculty improvement plans progress reports indicate increased discussion and sharing of pedagogy within faculties. Faculty focus on developing assessment of progress supported through LT meeting and whole staff professional dialogue. The Waid Learning and teaching model developed to clarify expectations re coherent approach to planning learning episodes. TACl model developed to support consistency in best practice. ALMs discussion focussed on approaches to enhance learning to improve attainment. Progress code tracking introduced in BGE focussed on improving consistency in assessing progress. HMIE RIF</td>
<td>There has been improvement in the quality of learning and teaching. All faculties evaluate themselves as good and have evidence that they are moving towards very good in some aspects of their practice.</td>
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<td><strong>5.1 Developing the Curriculum</strong>&lt;br&gt;Develop and implement new Higher courses. Further develop National 4 &amp; 5 courses</td>
<td>Revised course choice process for S2 introduced to maximise progression in S4. Faculties engaged in review of S4 courses and approaches to assessment. Attainment Liaison Meetings (ALM) monitored progress with new courses. Presentation Policy reviewed, agreed and implemented. Inset time on all inset days used by staff to develop courses. November Inset subject Quality Improvement networks (QINs). External Professional Learning attended by staff. Attendance at SQA events. Increased number of staff involved with SQA as markers, team leaders etc. DM minutes evidence faculty discussion re developing understanding of standards and assessment.</td>
<td>In S4 45% of learners gained 5+ awards at SCQF level 5, 86% 5+ at level 4 and 95% 5+ at level 3. In S5, the number of learners gaining at least one higher and three Highers increased by 3%. Literacy at SCQF level 3 and 4 has improved every year for the last 4 and is significantly above the virtual comparator. Numeracy has improved at SCQF level 3, 4 and 5 and is above our virtual comparator at all levels. In terms of average total tariff score, attainment in S4 is above our virtual comparator, Fife and National for the lowest performing 20% and the middle performing 60% and in line with our virtual comparator and National attainment and above Fife for the top performing 20%. Attainment of the middle 60% and the top 20% in S5 has increased and the highest 20% is in line with our virtual comparator and National and above Fife.</td>
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<td><strong>5.3 Assessment monitoring and tracking</strong>&lt;br&gt;Develop assessment, monitoring and tracking at class, faculty and whole school level to ensure effective progression for all learners within the Broad General Education</td>
<td>School tracking calendar in place and adhered to. At faculty level most PTCs using tracking to ensure appropriate support is in place. Pupil Support attainment interviews informed by tracking info. DHT targeted attainment focus groups based on tracking info. Tracking reports sent home to parents for S1-S3. BGE ALM introduced to discuss tracking using progress code and plan interventions. Understanding of assessment of progression developed through LT meetings and Professional dialogue structured workshops. BGE attainment analysis used to inform discussions with PTCs and identify focus for improvement.</td>
<td>S3 learners predicted to be performing below their SOSCA grade identified and appropriate interventions planned. BGE tracking identified learners not on track in learning and appropriate support strategies shared with staff. Enhanced awareness of issues around curricular progression and assessment and PTCs reviewing BGE courses in light of data identified through BGE attainment analysis.</td>
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<td>Enhanced awareness of 5.9&lt;br&gt;Further develop quality improvement process including classroom observations to ensure faculty self evaluation is validated and is supporting continuous improvement.</td>
<td>TACL process consulted on and agreed. TACL calendar in place. English and Technology Faculties completed HMIE RIF.</td>
<td>TACL feedback used within faculties to improve identified aspects of practice.</td>
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Aspects of the school’s work it is especially proud of in session 2014/2015

- Subject Achievement Awards allow staff to recognise and celebrate success with in curriculum areas. In the last academic session, 108 were awarded across the school. In Session 2013/2014 477 prizes were awarded for a variety of achievements across the four contexts for learning. These include, academic excellence and achievement, competitive achievement and for personal achievement.

- 118 Excursions took place in Session 2014/2015 to support both curricular and extra-curricular activities. These form part of the totality of the curricular experience and both staff and pupils see the benefit of these to enhance learning.

- Over the last academic session, 145 School colours were awarded in the fields of sport, music and citizenship. These recognise a young persons’ commitment to an area and for representing the school at regional level and in competitions. 16 school ties were awarded for representing the school and achievement on a national scale. Learners were represented in the national final of the Inspire>Aspire competition which all S3 take part in. One learner also achieved first place for his year group at national level (S3).

- Over the last three years nearly 80 young people have undertaken the role of Buddy in S6 to support young students in class work and to help build confidence. In Session 2014/2015 nearly 20 buddies regularly assist in supporting learners in S1 and S2.

- A large number of young people across the school achieve in a wide variety of sporting, musical and citizenship/cultural activities. These develop a variety of skills including team work, resilience, and a wide variety of personal skills. Our links with Active Schools identifies The Waid Academy as having the highest participation rates in extracurricular sporting activities in Fife with over 300 distinct participants over 10+ activities. All learners have access to a wide range of house competitions that seek to develop young people’s team work and social skills through competitive engagement. Sports such as football, netball, hockey, golf, rugby, basketball, athletics, cross country and parqour as well as dodge ball develop the young people’s social skills and communication skills whilst working as part of a team.

- Our young people take part in a wide variety of expressive activities through our music, art and drama departments. Performance and presentation skills are developed and practiced and thus our learners’ confidence grows when they participate either on an individual or as part of a wider group. String Group, Choir and Wind group allow our young people to listen and communicate with each other and learn how to perform alongside others. Many young people go on to perform in regional groups and achieve accredited Trinity Guildhall Music levels.

- Young people also have the opportunity to engage in global citizenship activities both in and out of school. Through a strong growing relationship with India, our international schools group allows young people to engage with others from across the globe. Through this and a strong citizenship element within the curriculum, young people have their established views challenged and they develop more tolerant attitudes towards people from different cultures. In Session 2014/2015 staff took part in exchanges with the KIIT World School with visits to the UK by young people from India. The school is a member of the YPI (Youth Philanthropy Initiative) to the S5 Core RME Programme. This saw every student in S5 compete in a school competition to achieve a £3000 grant for a chosen social issue charity of their choice. The winning charity (Families First) received funding at a national event which the winning students attended. Through PSHE and whole school activities, the young people demonstrate a huge commitment to supporting local charities. The young people of The Waid Academy have raised over £23000 for LEPPRA since our support of LEPPRA commenced. All of S1 engage in the LEPPRA fundraising with over £1500 being raised in Session 2014/2015. We also regularly support the RNLI, CHAS and Love Oliver. By supporting local charities our young people learn the skills of empathy and thinking about others (altruism). The annual Shoe Box appeal has run for several years with over 300 shoe boxes being sent in the last three years. Session 2014/2015 saw the first contribution to the Fife Spirit of Christmas Appeal with over 130 parcels being donated to the collection. The school also achieved being the single largest donor in Scotland to the ITV Good Morning Britain “Heels for Hearts” Campaign with nearly 300 pairs of shoes being donated to the Heart Foundation appeal. Young people also regularly collect second hand books and make an annual donation to Books Abroad that seeks to support education in the developing world by supporting schools with donations of books. The school uses a variety of accredited award schemes to ensure that learners can have their achievements recognised through external accreditation.

- Building on recommendations out of The Wood Report, the school places an important emphasis on the place of employability in the curriculum and supporting young people into positive destinations. The school won Young Enterprise Fife Company of the Year. Best and runner up salesperson of the year, the Innovation Award, Runner Up best company report, runner up best presentation and went on to gain runner up Operational Excellence Award at the Scottish Finals in June. The school had 96.36% of its leavers in Session 2014/2015 leave to go onto a positive destination.

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- All S6 students engage in committee work through PSHE and RME to promote pupil leadership and develop the skills of being a responsible citizen and effective contributor in both their own development and for the benefit of others in the local community. In the last academic session the school was the largest contributors to the local food bank (S6 Core RME). Session 2014/2015 saw the introduction of YPI (Youth and Philanthropy Initiative) to the S5 Core RME Programme. This saw every student in S5 compete in a school competition to achieve a £3000 grant for a chosen social issue charity of their choice. The winning charity (Families First) received funding at a national event which the winning students attended. Through PSHE and whole school activities, the young people demonstrate a huge commitment to supporting local charities. The young people of The Waid Academy have raised over £23000 for LEPPRA since our support of LEPPRA commenced. All of S1 engage in the LEPPRA fundraising with over £1500 being raised in Session 2014/2015. We also regularly support the RNLI, CHAS and Love Oliver. By supporting local charities our young people learn the skills of empathy and thinking about others (altruism). The annual Shoe Box appeal has run for several years with over 300 shoe boxes being sent in the last three years. Session 2014/2015 saw the first contribution to the Fife Spirit of Christmas Appeal with over 130 parcels being donated to the collection. The school also achieved being the single largest donor in Scotland to the ITV Good Morning Britain “Heels for Hearts” Campaign with nearly 300 pairs of shoes being donated to the Heart Foundation appeal. Young people also regularly collect second hand books and make an annual donation to Books Abroad that seeks to support education in the developing world by supporting schools with donations of books. The school uses a variety of accredited award schemes to ensure that learners can have their achievements recognised through external accreditation.

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In S1–S3 learners are progressing within the Broad General Education at or above expected levels and in some cases well above. Learners are progressing within their learning at levels appropriate to secure positive destinations. (33.3% Higher Education, 27% Further Education, 1.6% in training, 30.2% employment, 5.6% unemployed seeking work, 1.6% unemployed not seeking work) We track each of these and work in partnership with Skills Development Scotland to support a transition.

We provide a very wide range of activities to enhance the confidence and skills and extend the learning opportunities of learners. We have an extensive range of achievement pathways which is delivered through partnership working with community and business partners in the local community and beyond. We have a planned provision of achievement awards e.g. Duke of Edinburgh, Saltire, Dynamic Youth and employability awards. In S4 the number of entries for wider achievement awards and the average tariff score is above the virtual comparator, Fife and National. Further developing the tracking of wider and accredited achievement will enhance and refine our ability to plan appropriately for all learners. Similarly, we are effective in ensuring that our more vulnerable learners are supported to maximise their achievements.

All staff are aware of expectations in relation to raising attainment. Achievement is celebrated consistently. All staff undertake a rigorous analysis of performance across a range of measures. All staff are actively involved in this process. Improved tracking in S4-S6 supported learners’ attainment. In S4 There has been improvement in the quality of learning and teaching. All faculties evaluate themselves as good and have evidence that they are moving towards very good in aspects of their practice. PTCs are well placed to develop a culture of continuous improvement in their faculties and their Faculty Improvement Plans for session 14/15 reflect this middle leaders have an increased awareness of the GTCS Standard for Middle Leadership and are beginning to reflect this in their practice. Learners will study for 7 qualifications in session 14/15 reflecting the agreement of our school community Faculties are reviewing their BGE courses in light of their reflections on S4 and courses will ensure effective transition from BGE to senior phase for learners.

Appropriate levels of presentation available for all learners in all curricular areas.

Parents and learners confidence in new courses is high.

ALMs led to clarity in presentation and supported targeted interventions S1/2 learners reflected on their skill development across subjects and as learners to be able to articulate these in profiles. S3 profiles were of a high standard and evidence that most learners can articulate the skills they are developing and know themselves as learners.
HOW WELL DID YOUNG PEOPLE LEARN AND ACHIEVE?

School evaluation QI 2.1
Improvements in performance

VERY GOOD

The extent to which learners are motivated and actively involved in their own learning and development

There is a caring and positive ethos throughout the school. Relationships between staff and learners are very positive. Good use of praise and encouragement is evident in most classes. Teachers know learners well in terms of strengths, areas for development and next steps. In most lessons learners are actively engaged through well-planned and meaningful learning experiences and consistently feel that teachers listen to their views. Teachers refer to prior learning and identify and deliver new learning effectively, in some cases using a range of visual and audio resources to stimulate interest and generate discussion. Most staff engage in high quality learning discussions with pupils. Most learners are well behaved, enthusiastic and willing to learn and are showing an increased awareness of the skills they are developing. Almost all pupils are polite, articulate and confident overall about offering views and opinions in class. Almost all learners feel the school helps them to become more confident. Many are able to work well independently and in collaboration with others. There is a shared expectation across the school that learners should take responsibility for their learning, and in most classes they are encouraged to reflect on their progress in terms of successes and areas for improvement. Aill techniques are used in most classes to share learning intentions and provide quality feedback. Well-designed and engaging literacy activities have enhanced learner interest in, and development of, literacy skills.

Priorities for future development

A whole school focus on learning and teaching in terms of clarity and coherence of lessons will support good practice and ensure consistency across the school. This will be taken forward through teacher led working groups looking at 4 strands of pedagogy. Further development of differentiation will ensure all pupils are engaged and challenged. Feedback to teachers and professional dialogue focussed on observed lessons will enhance the quality of learning and teaching e.g. the use of a wider range of strategies and resources, including ICT. Increased explicit reference to literacy and numeracy linking to significant aspects of learning will further embed whole school responsibilities across all classes. Further development of the school homework policy will help to bring about greater consistency across the school. Pupil voice will be increased through new structure of Student Congress and House Points system.
There is a clear rationale for the development of the curriculum based on the school values; maximising attainment, developing a very positive ethos, gaining positive destinations for all and taking account of the purposes and principles of Curriculum for Excellence in both Broad General Phase and Senior Phase. This has been the subject of consultation with staff, pupils and parents/carers. There is a commitment to flexible approaches, developing the 4 capacities and allowing for specialisation, progression and depth. Personalisation and choice are within subject areas in S1 and S2. Staff are developing assessment procedures to effectively track learner progression and skill development at all stages. Staff continue to work together to develop literacy, numeracy, health and wellbeing across the curriculum. A few interdisciplinary projects are in place and there is a developing theme of innovation to encourage a more enterprising and challenging experience for pupils across all subjects. Learning and teaching are at the core of curricular developments. There are areas of very good practice in terms of AifL strategies and active learning and plans are in place to develop staff confidence and consistency of practice. There will be a greater focus on clarity, coherence and consistency to ensure the curriculum is delivered effectively and promote the drive for numeracy and literacy across the curriculum. We are looking at developing the senior phase to provide more flexible vocational pathways and provide more opportunities for accreditation of pupil achievement and attainment. The whole school approach to interdisciplinary learning will be enhanced by further clarification of the IDL policy.

Staff work together and with colleagues across the authority to review the curriculum and manage curricular change effectively. PTCs work in a collaboratively manner with SLT to strategically plan whole school curricular developments. PTCs with responsibility for literacy, numeracy and health and wellbeing provide a more specific focus on the development of these key aspects of the curriculum. Curriculum action plans for subject areas, literacy, numeracy, enterprise and assessment/achievement have had a positive impact on the development of specific aspects of the curriculum. The curriculum map was designed and developed by input from all departments, it continues to be reviewed. Developments have been underpinned by improvements in pedagogy. Effective CPD is organised to support staff manage change and develop the curriculum. INSET days have focused on CfE both in terms of curricular development and sharing good practice. The curriculum map was designed and developed by input from all departments, it continues to be reviewed. Departments continue to work on the development of the senior phase and also review provision in the BGE in response to feedback from staff, learners and parents/carers and other quality assurance measures. Whole year group opportunities are being developed with the Skills for Work agenda as well as targeted programmes for individuals and groups. Many activities across the school enhance the curriculum in terms of enterprise, leadership and citizenship. Electives have been replaced with a greater emphasis on challenge and choice within subjects. We have plans to evaluate the impact of these changes. S3 curricular choice has been enhanced to a choice of 9 instead of 7 subjects in S3, ensuring coverage of all curricular areas. IDL provision is under review to ensure cohesion and progression of skills. The school offers a wide range of opportunities. We have plans to extend the accredited wider achievement provision across all year groups.
Programmes and courses

Courses in the BGE provide good learning opportunities in terms of Experiences and Outcomes (Es & Os) and we are currently reviewing the BGE in terms of progression of skills to allow more effective tracking of individual progress. S1-2 learners study courses from 8 curricular areas as well as learning through IDL and enterprise activities based on the LoE. Courses in S3 are designed to allow opportunities to complete coverage of Es and Os in the BGE, develop skills for life and work and ensure good progression into the preparation for senior phase. There are focussed numeracy, literacy and health and wellbeing events and IDL learning for all learners in S1-3. Literacy has been more effectively embedded across the curriculum than numeracy and health and wellbeing needs to be coordinated to provide a clearer vision and overview for staff, learners and parents. Staff working together within and across faculties to share information, moderate work and share standards and teacher learning Communities have helped increase active learning approaches across the school. At all stages, programmes and courses have been developed to challenge and better meet the needs of learners. Personal support is developing on a number of levels. Individual support programmes for pupils experiencing difficulties or barriers to their learning are negotiated with parents. For example, Skills for Work and SQA Employability awards are benefiting groups of learners. Pupil feedback indicates very positive attitudes to learning opportunities outside the classroom such as committee work, fieldwork, educational trips, work experience and volunteering. There are strong community links and local business partnerships provide our learners with valuable skills for learning, life and work including opportunities for local apprenticeships. Well planned and innovative programmes including senior phase RME and PSHE courses provide opportunities for all learners to experience learning across the 4 contexts of the curriculum and to realise their potential in terms of the 4 capacities. Participation in Pupil Council, ECO Committee, Health Group, House Assemblies, Student Congress, Waid Matters and Local newspapers etc. promotes wider achievement and provides opportunities on a regular basis to learners of all stages to take responsibility for their own learning and the learning of others. The school provides a broad and balanced range of courses and programmes, almost all of which lead to certification and accreditation and we are currently developing more opportunities in terms of National Progression Awards both in terms of whole year groups and for specific targeted groups of learners. Achievements are recognised and celebrated in a number of ways. An annual audit of enterprise activities is used to identify areas for improvement.

Transitions

The Waid Academy Cluster Curriculum rationale has allowed greater connection between the primary and secondary curriculum. We ensure an effective progression from Primary 7 to S1. Our organisation of universal and targeted support to support our pastoral transition and our induction into Waid Academy are all areas of strength. We work in partnership with our associated primaries to ensure high quality information about our learners is gathered and shared. Progression within health and wellbeing is effectively supported through the Broomele residential experience through a strong focus on health and wellbeing including the opportunity for accreditation of Dynamic Youth Awards. We will further collaborate in planning learning to ensure continuity and progression in learning across all curriculum areas. This has been identified as a Cluster priority for this session. Transitions in the senior school are well managed. Staff consult with learners and parents on an individual and group basis to provide many opportunities to support them move into positive destinations. There are strong links with universities and young people are very well supported in their preparation for entry to higher education. The 16+ agenda is supported by in school college provision, working with our partner agencies and local business partners to provide individual support and advice. For learners with ASN very effective enhanced transition planning is in place. Leaver destinations are particularly positive for young people moving on from school. We ensure an effective progression from Senior Phase to positive destinations.

Priorities for future development

Review and develop new Advanced Higher, Higher and Nat 3, 4 and 5 courses in terms of course delivery, use of resources, assessment procedures and exam preparation.
Review courses in the junior phase to ensure provision of coursework appropriate to needs of all pupils during BGE and smooth transition to senior phase with particular emphasis on skill progression including revision skills.
Audit and develop provision of accredited wider achievement courses across the school. Develop a system to track pupil progression in wider achievement. Develop staff awareness of wider achievement.
Implement school policy on IDL.
Develop school policy on employability in line with cluster developments.
Further develop and strengthen curricular progression from P7 to S1.
Develop a clearer policy on health and wellbeing across the school to provide an overview and develop a shared vision.
### Identification of learning needs

We have very strong links with our associated primaries and information about all learners is used to create S1 learning profiles which allow staff to plan appropriately to meet learners’ needs at transition from P7/S1. There is very effective enhanced transition planning for learners with additional support needs. Our 16+ strategy is effective in ensuring early identification of at risk learners and in ensuring positive post school destinations. We plan to meet the needs of learners in a holistic way and use the GIRFEC principles to support effective, child centred plans which are reviewed systematically. We are flexible and proactive in the way we support learners and no learner was excluded from school in session 14/15. We have a strong awareness of our corporate parenting responsibility for LAC learners and their progress is rigorously monitored. All LAC learners are making very good progress.

### Role of teachers and specialist staff

We have an integrated Pupil Support faculty where teachers of Pupil Support and Support for Learning staff work in highly effective teams to improve outcomes for learners. This is an area of strength. For almost all learners, their entitlement to effective support is delivered by all staff within the classroom and across the school community. Support for learning staff provide support both in class through co-operative teaching and within the support centre where they deliver well planned appropriate targeted curriculum. In addition Support for Learning staff provide high quality consultation which supports shared professional learning across the school. Pupil Support staff understand the needs of learners well and work with teaching staff to address barriers to learning. We continue to work together to develop our capacity to meet needs across the school. The Pupil Support base provides a very effective, inclusive and nurturing learning environment for those who require targeted support. Pupils report that they feel well supported. Pupil Support staff work very well to support all youngsters and plan and deliver an appropriate curriculum both within and out with the school building if required. Monitoring and tracking of “at risk” learners is highly effective and in session 13/14 all S4 learners presented achieved at least 5 national qualifications at level 3 or above.

### Meeting and implementing the requirement of legislation

The school’s Multi agency Liaison Group supports highly effective partnership working to meet the needs of our most vulnerable individuals and groups of learners. Partners include: Social Work, FACST, NHS, Police Scotland, DAPIL, second tier Pupil Support Services, CLD and a variety of voluntary organisations. Standing agenda items facilitate strategic forward planning and interventions such as Attendance and progress of LAC learners. We meet legislation requirements well. We create effective opportunities for good shared discussion and problem solving in order to make informed decisions and agree shared actions and responsibilities for learners. We have agreed approaches to our working practices based on shared values which is articulated through the MALG vision statement. We evaluate the effectiveness of our joint working and this informs our joint action plan for improvement. Our 16+ partnership working follows a similar process. Parents feel that they are kept informed and are consulted about their child’s progress. Parents feel that school staff are approachable and helpful.

### Priorities for future development

- Further develop implementation of the Waid learning and teaching model to ensure effective challenge in learning
- Further develop assessment, monitoring and tracking at class, faculty and whole school level to ensure effective progression for all learners within BGE.
- Continue to develop appropriate curricular planning and learning progression for learners who have aspects of their curriculum delivered within the pupil Support Base.
- Review the Relationships for Behaviour policy and practice across the school to ensure consistency in approaches and further embed a restorative approach.
- Develop in class support in S1 Maths to ensure appropriately differentiated pace and challenge.
- Develop a structured approach to enhance reading development for S1 learners with literacy difficulties
- Review PSHE curriculum to ensure progression in Sexual Health and Relationships strand of Health and Well Being.
### Commitment to self-evaluation

We have a clear vision for the outcomes of change and we are committed to developing a culture of continuous improvement. We give a clear priority to improving learning and teaching, the curriculum and attainment. We are extending our approaches to self-evaluation through joint development of practice at faculty and whole school level. Staff contribute to school improvement through participation in a range of working groups. The SLT and PTCs work well together and engagement of the wider leadership team in a structured school based leadership programme is developing our ability to engage in meaningful self-evaluation to improve learner outcomes. Leadership opportunities are well developed across the school and help move the school forward. The school has developed professional learning through an in-house programme of CPD in response to identified PRD needs. A significant number of staff participated in both Fife and National moderation events which has increased staff ability to evaluate against standards.

### Management of self-evaluation

There is a school quality improvement calendar outlining improvement activities across the year which ensures quality improvement processes are systematic and appropriate. Each faculty is responsible for managing faculty improvement processes. SLT work closely with departments to support and challenge practice to ensure progress. There is a calendar of DHT/PTC meetings to ensure this is well managed. Structured professional dialogue opportunities are planned to discuss aspects of learning and teaching based on the evidence we gather in school. We evaluate the effectiveness of our work with our key partners to reduce barriers to learning and engagement for individuals and groups and develop an annual action plan to improve our approaches to multi-agency working.

### School/centre/learning community improvement

The school is well placed to continue to improve the quality of its provision. Quality improvement processes are highly effective and lead to improved outcomes for learners. The Taking a Closer Look (TACL) approach is leading to improvements in curriculum and learning and teaching at faculty level.

- Continue to develop the TACL approach.
- Develop further the use of learner feedback to improve practice.
- Develop a structured leadership programme for class teachers.
- Continue to develop sustainable leadership approaches.

Priorities for future development

- Continue to develop the TACL approach.
- Develop further the use of learner feedback to improve practice.
- Develop a structured leadership programme for class teachers.
- Continue to develop sustainable leadership approaches.
1.1 Improving learner progression
Attainment- promoting equity.
Focusing on National Dashboard Measures
Continue to develop achievement pathways within the context of a new learning community

2.1 Learning and teaching
Support staff in developing pedagogical and IT approaches which will maximise learning opportunities provided by the new school. Provide greater responsibility in learning and wider choice

5.1 Developing the curriculum
Employability.
Alternative delivery methods to support the sustainable employability strand within curriculum. Development of the Employability Skills programme

5.3 Meeting Learning needs
Ensure curriculum is fit for purpose on transition to new school and meeting the needs of the community

5.9 Improvement through self-evaluation
Further embed self-evaluation processes to include parents/partners.

Three year overview for Improvement Priorities and coverage of Quality Indicators Statutory requirement

2015-16
2016-17
2017-18

What is our capacity for improvement?

<table>
<thead>
<tr>
<th>Leadership and management</th>
<th>Learning provision</th>
<th>Successes and achievements</th>
</tr>
</thead>
<tbody>
<tr>
<td>How good is our leadership and approach to improvement?</td>
<td>How good is the quality of the care and education we offer?</td>
<td>How good are we at ensuring the best possible outcomes for all our learners?</td>
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<tr>
<td>1.1 Self-evaluation for self-improvement</td>
<td>2.1 Safeguarding and child protection</td>
<td>3.1 Improving wellbeing, equality and inclusion</td>
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<tr>
<td>1.2 Leadership of learning</td>
<td>2.2 Curriculum</td>
<td>3.2 Raising attainment and achievement</td>
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<td>1.3 Leadership of change</td>
<td>2.3 Learning, teaching and assessment</td>
<td>3.3 Increasing creativity and employability</td>
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<td>1.4 Leadership and management of staff</td>
<td>2.4 Personalised support</td>
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<td>1.5 Management of resources to promote equity</td>
<td>2.5 Family learning</td>
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<td>2.6 Transitions</td>
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<td></td>
<td>2.7 Partnerships</td>
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To be confirmed
<table>
<thead>
<tr>
<th>Improvement Priority linked to QIs 2015-16</th>
<th>Expected Outcome/Impact</th>
<th>Responsible person</th>
<th>How will the priority be monitored and measured</th>
<th>Appropriate timescales</th>
<th>Evidence of improvement and impact gathered and recorded throughout the session 2015/2016</th>
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</thead>
<tbody>
<tr>
<td>Improving learner progression</td>
<td>Work together to ensure that robust, reliable and timely assessment of learner progression is used to improve attainment for all.</td>
<td>Teachers are using appropriate assessment information to inform them of learners' progression and intervention strategies are used where learners are not on track in their learning</td>
<td>SLT/LT</td>
<td>Information from Alms and Broad General Education (BGE) tracking-Faculty Improvement Plan (FIP) progress meetings</td>
<td>As per tracking calendar As per Quality Improvement (QI) calendar</td>
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<tr>
<td>Learning and teaching</td>
<td>Work together to ensure that the key features of the Waid learning and teaching model are used consistently to support high quality learning for all</td>
<td>In all lessons, the learning is clear, feedback is used to move learners forward, there is good quality dialogue about the learning and learners take responsibility for their learning.</td>
<td>SLT/LT</td>
<td>Focus Visits-Learner focus groups Taking a Closer Look (TACL)</td>
<td>As per QI calendar</td>
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<tr>
<td>Developing the Curriculum</td>
<td>Work together to develop and implement New Higher and Advanced Higher Courses. Further develop our curricular framework to ensure literacy, numeracy and health and well being are embedded across the school.</td>
<td>New Higher and Advanced Higher courses have been implemented. Teachers are using strategies across learning which support learners to develop skills in literacy, numeracy and health and well being.</td>
<td>SLT/LT</td>
<td>FIP progress meetings</td>
<td>As per QI calendar</td>
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<tr>
<td>Meeting learners’ needs</td>
<td>Work together to ensure that planned learning provides appropriately differentiated challenge to meet the needs of all learners.</td>
<td>Task, activities and resources are appropriately differentiated to ensure that learners are supported and challenged in their learning.</td>
<td>SLT/LT</td>
<td>Focus Visits-Learner focus groups Taking a Closer Look</td>
<td>As per QI calendar</td>
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<tr>
<td>Validating self evaluation</td>
<td>Work together to ensure school and faculty self evaluation is validated and is used to support continuous improvement.</td>
<td>Faculty self evaluation is accurate and action plans are progressed which improve learning and teaching.</td>
<td>SLT/LT</td>
<td>Focus Visits-Learner focus groups Taking a Closer Look</td>
<td>As per QI calendar</td>
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