The Standards and Quality Report – key purposes:

• to report on our progress in implementing priorities listed in the school plan
• to indicate the progress made in meeting agreed targets in appropriate areas
• to provide an evaluative summary of the quality of the work across a range of areas in the school
• to highlight strengths and identify priorities for next year

Background Information:

Eastwood High School is a six year, co-educational, non denominational secondary school. The catchment area includes Newton Mearns, Neilston and Uplawmoor. The associated primary schools are Crookfur Primary, Mearns Primary, Neilston Primary and Uplawmoor Primary.

The school roll in September 2011 was 980 and is projected to be 975 in September 2012. Staffing is in line with authority guidelines. The school was fully staffed for session 2011/12. This included the Specialist staff who support pupils with learning difficulties and with social and emotional difficulties. There were 17 Pupil Support Assistants.

The school has an active Parent Council with a Parent Council Teacher Association (PCTA) sub committee. These give considerable support to the school and provide good links to parents and the community.

The school has a devolved budget from East Renfrewshire Council which is used to support the school plan.
Our school aims:

Our aim at Eastwood High School is to provide a high quality education based on inclusion and equality.

We will do this by:

- striving to raise standards of educational achievement and attainment for every child.
- providing a range of courses appropriate to the needs of all pupils.
- developing learning and teaching strategies to support the needs of all pupils.
- supporting all pupils in their learning and development thereby encouraging them to reach their full potential.
- developing a sense of citizenship in our pupils and our partnership with parents and the wider community.
- ensuring effective use and targeting of resources, including accommodation, finance and staff.
- providing effective management and leadership that supports self evaluation and planning.
- providing a friendly and positive working environment.

Our Main Priorities for 2011/12 – did we meet them?

- Improving the quality and consistency of Learning and Teaching
- Developing the curriculum in line with Curriculum for Excellence
- Improving attainment
- Implementing the processes of self evaluation through school improvement planning
- Ensuring inclusion is reflected in the school’s policies and practices

Progress on these priorities are in the sections which follow.

Methods of Gathering Evidence:

Each session there is a considerable amount of formal evaluation through class visits, Departmental Reviews and surveys using How Good Is Our School (HGIOS 3). The focus for this session has been on Quality Indicators 1.1 (Improvements in performance), 2.1 (Learners’ Experiences), 5.2, (Teaching for Effective Learning), 5.3 (Meeting Learning needs), 5.9 (Improvement through self-evaluation) and Section 9, Leadership. All of these have involved all staff in the school and there have been surveys of pupils and parents on ethos. In addition in February 2012 an Authority Transitions Review was held.
There has also been a school-based Departmental Review of the Business Education, Computing Science and IT Faculty and surveys and focus groups involving pupils and parents.

In addition there are many informal ways in which evidence is gathered: through meetings of the Senior Management Team (SMT); through meetings with Principal Teachers (PTs) and departments; through the regular monitoring of pupil work – reports, attendance etc., observations of classroom lessons and activities.
WHAT DID THE SCHOOL ACHIEVE IN 2011/12?

IMPROVING THE QUALITY AND CONSISTENCY OF LEARNING AND TEACHING (2.1, 5.2, 5.3, 5.4)

How are we doing?

Departments have well planned courses which support staff by identifying learning outcomes, strategies, assessment, resources. Courses conform well to national guidelines. Teachers’ day to day planning is of a high standard.

Considerable work continued to take place this session to highlight formative assessment strategies and the use of Learning Intentions and Success Criteria in lessons and this has proved to be very effective with opportunities on In Service Days and in peer class visits to share and discuss excellent practice in this area. The continuing focus on introducing more enterprise to lessons continued. Information Communication Technology (ICT) facilities in classrooms has resulted in improvements in the overall variety of learning and teaching approaches and increasing confidence and creativity of teachers in using new technology.

There is very good communication and excellent relationships between pupils and teachers. The very good atmosphere in classes is created by: teachers being well organised and prepared; good classroom management; the quality of courses/lessons; the many personal qualities of the teachers in relating to pupils; teachers going the “extra mile” to support pupil learning and related assessment; promotion of equality and fairness.

SMT Learning Visits carried out throughout the session show that teacher questioning is very skilled and that varied techniques are in use in the promotion of interaction in the classroom. Pupils are seen to be more active and engaged in their learning with pupils leading lessons through lesson starters. School-based Departmental Reviews have continued during the year with a Review of the Business Education, Computing Science and ICT Faculty in November 2011 and there is an ongoing drive to achieve a greater consistency of learning and teaching across the whole school and a more active and engaged pupil experience with opportunities for more independent learning. This is confirmed through the canvassing of Pupil voice which is done in several ways - through regular whole-school surveys of pupil experience of learning and teaching, pupil focus groups as part of the Departmental Reviews and with surveys in specific departments and individual classes. These show that the majority of pupils enjoy their lessons and are experiencing a more active participation in their lessons. This was reinforced with the authority-led Transitions Review (February 2012) that noted evidence of a range of learning and teaching approaches, offering a good balance of active learning, direct teaching and group work; in the best lessons learners were clearly engaged, motivated, supported and challenged.

Learning needs and Behaviour needs are systematically identified and support staff contribute well to meeting pupils’ needs and supporting staff. Assessment is well integrated into the learning process. Pupils are made aware of the success criteria for assessments – a particular strength in S5/6 work. Self assessment and peer assessment are used effectively in many departments. There are many good examples of high quality feedback to pupils which show that staff are positive in their comments and specific in detailing key strengths and next steps.

The use of GLOW, the national intranet to support learning and teaching, has continued to develop and expand during this session with over 48 school GLOW groups set up by May 2012. This has enabled teachers to make available electronically a wide range of material to pupils in their classes, such as homework exercises, revision sheets and booklets, lesson summaries, etc. The Transitions Review commented that there had been very successful
advances with pupil e-portfolios and profiling. Pupils are developing a greater understanding of the language of learning and articulating what they have learned and the skills they have developed.

The practice of making report card grades available to all departments to allow comparison on a pupil by pupil basis and therefore targeting underachievement is now well established. Almost all parents feel that pupil reports are helpful and that interviews with teachers are very helpful.

**How do we know?**

- Departmental evaluations related to HGIOS 1.1, 2.1, 5.2, 5.3
- School’s quality improvement procedures linked to the HGIOS Guidelines including peer, PT and SMT Learning Visits and Departmental Reviews
- Authority Transitions Review (Feb 2012)
- Parental evaluations (Nov 11 – May 12)
- Pupil learning and teaching survey (June 09, 10, 11, 12) and Departmental surveys
- Class observations
- Subject course grids/planners, Course materials/pupil materials
- Departmental records of marks, whole school results data sheet
- Pupil report cards
- GLOW usage data
- Pupil e-portfolios

**What are we going to do now?**

- continue to produce a whole-school and departmental self-evaluation calendar for the session that includes:
  - regular timetabled SMT learning visits and Departmental Reviews
  - PT and peer class learning visits
  - opportunities for CPD activities to support improvement in the quality and consistency of Learning and Teaching across the school
  - all of which include professional dialogue and feedback
- continue whole-school pupil evaluation of their experiences of learning and teaching
- continue developing pupil evaluation at departmental and class levels
- continue developing the use of GLOW across the school including the further development and expansion of e-portfolios and profiles.
- continue to provide staff In-Service Training (INSET) on Special Educational Needs (SEN) issues, Behaviour Management, Learning/Teaching strategies, working towards achieving a consistently high quality of learning and teaching across the school
- continue to develop the use of ICT in learning and the provision of facilities
- continue to extend formative assessment strategies, engaging pupils actively in their learning to help them develop as independent, active and enterprising learners
WHAT DID THE SCHOOL ACHIEVE IN 2011/12?

DEVELOPING THE CURRICULUM IN LINE WITH CURRICULUM FOR EXCELLENCE (2.1, 5.1, 5.3, 5.4, 5.7)

How are we doing?

The curriculum offered at all stages is broad and balanced and is clearly focused on raising attainment and promoting inclusion. It is based on local/national curricular advice including the East Renfrewshire Curriculum for Excellence (CfE) Curriculum Design Paper. Courses in S3 and S4 are all NQ courses with the exception of the Social and Vocational Skills (SVS) Standard Grade course.

Development of Social Education courses for all year groups also continues. S2, S3, S4 and S5 Social Education classes now follow the Personal, Social and Health Education (PSHE) Short Course award for ASDAN. This will continue to develop as the school expands the CfE curriculum beyond S1 and S2.

Pupils on work-based vocational programmes continued this session and these were highly successful in maintaining pupils’ commitment to their learning and developing Skills for Learning, Life and Work. In addition, these skills are developed through the CfE curriculum as it is developed beyond S1. Industry and Enterprise Days, Finance Classes, Work Experience, Mock Interviews, Young Enterprise Group, Employability Event – all encourage the promotion of these skills.

There are appropriate opportunities for pupil choice and the chance to continue studies chosen in S3 through to S6.

Support and guidance is given to teachers through school policies especially the Learning and Teaching Policy and Assessment Policy. Departments give further support through detailed course planners, provision of course materials, assessment guidelines and departmental discussion.

Many departments continue to meet with our cluster primaries to discuss the implementation of CfE and in particular to set up local moderation practices that share assessment standards and practices on the work produced by pupils across and within levels. This is creating a shared understanding of standards and expectations and consistency across sectors in delivering the new curriculum and makes a significant contribution to ensuring good progression for pupils. The recent Authority Transitions Review commented on the very good transition arrangements across the Cluster supporting continuity and progression in pupils’ learning. SMT gave considerable support to departments which were targeted to improve delivery of the curriculum and in some cases extra staffing was made available.

Staff continued to develop further the new CfE curriculum introduced into S1 in session 2010-2011 and continued into S2 in session 2011-2012. A curricular structure is now in place for S1/S2. Departments continue to meet and liaise with the cluster primaries to ensure a well planned, smooth and well paced transition between P7 and S1. There is a good understanding of the key concepts surrounding assessment, moderation and reporting in relations to CfE. Cross-curricular opportunities have been and continue to be developed, for example between English and History, Home Economics and Technical, History and Chemistry, Chemistry and Art. Departments are ensuring that Literacy, Numeracy and Health and Wellbeing are built into their curriculum. Graphics have been produced through a pupil competition to be used across the school to indicate Literacy, Numeracy and Health & Wellbeing aspects of lessons.
The use of GLOW continues to be developed throughout the school to enhance and complement the curriculum allowing pupils to review their learning and set their own goals. E-portfolios incorporating profiling have been established in S1 and S2 and successfully developed with pupils gaining increasing confidence in articulating what they have learned and the skills they have developed.

A new Reporting format is now in place for S1 and S2, in line with CfE guidelines using “Click and Go” (CnG) Tracking and Monitoring.

**How do we know?**
- timetable;
- departmental minutes;
- Board of Management (BoM) minutes;
- course choice booklets;
- CnG Reporting, Tracking and Monitoring
- Learning visits
- Authority Transitions Review (Feb 2012)
- Learning and Teaching Policy; Assessment Policy; other school policies;
- departmental guidelines and materials including course descriptions and syllabi;
- departmental records of work;
- IS Day/Staff meeting schedules/Cluster meetings;
- school GLOW groups.
- Pupil e-portfolios

**What are we going to do now?**
- review courses in S3 / S4 / S5/6 in light of new National Qualifications as information becomes available (National 4 and 5);
- develop further the incorporation of the Experiences and Outcomes of Literacy, Numeracy and Health & Wellbeing across all subject areas;
- develop further the incorporation of Skills for Learning, Life and Work across the curriculum;
- further develop the consistency in the quality of feedback to pupils
- continue to ensure curriculum provides increasing challenge for pupils
- continue to revise the Social Education (SE) programme;
- continue to work to improve the delivery of the curriculum in identified areas;
- develop structures for monitoring curricular changes;
- continue to develop the work based vocational programme;
- continue to develop the use of GLOW throughout the school and cluster including introducing e-portfolios and profiles;
- Continue work with cluster primaries taking forward Building the Curriculum 5 (BtC5) through local moderation practices, understanding, applying, sharing standards in assessment and developing robust, rigorous and routing quality assurance procedures;
- develop familiarity, awareness and contribution to the National Assessment Resource across the Cluster.
WHAT DID THE SCHOOL ACHIEVE IN 2011/12?

IMPROVING ATTAINMENT (1.1, 5.5)

How are we doing? (see also page 14)

The school continues to use a plethora of strategies aimed at raising attainment including a variety of learning and teaching methods, targeted strategies for boys, supported study classes and Easter School, analysis of results, additional prelims, motivational group work for targeted pupils, a robust and rigorous approach to increase the number of pupils presented at Int 2 in S4, Depute Head Teacher (DHT) interviews with pupils to boost performance, increasing number of GLOW groups, distribution of past papers and marking schemes. A Champions in Schools Scheme was run to motivate and encourage targeted S2 pupils.

A selected number of pupils were moved by agreement at the end of S3 into S5 to follow vocational College courses. These pupils have responded well to this opportunity with improvements in both their academic performance and in their commitment and attitude to their work.

A variety of motivational groups have been run both by school staff and outside agencies for example the Champions in Schools group which targeted S2 pupils. The attendance and commitment of the pupils to this group was very good.

English Standardised Test results rose to 104 while in Mathematics they were at 97 just below the average for East Renfrewshire.

56.5% of S4 pupils achieved 5+ I2 awards. At Higher 40.5% of pupils achieved 3+ Higher awards or better and 17.3% of S5 pupils gaining 5+ Higher awards or better. 21 S4 pupils achieved 8 Int 2 As with 8 of them achieving 9 Int 2 As and 5 achieved 10 Int 2 As. 7 S5 pupils achieved 5 As at Higher.

There was a large increase in the number and range of Supported study classes made available throughout the session and these were well attended. In addition, there was a substantial increase in the number and range of subjects and levels available at Easter school and Study Weekends.

Work on the new school building continues with the timetable for completion on schedule for August 2013. Pupils are being prepared for the transition including the introduction of a revamped school uniform following the Dressing for Excellence Guidelines from the Authority.

How do we know?

- results analysis – Departmental, School, EMIS and STACS and HMie
- Authority Transitions Review (Feb 2012)
- National Test results and Standardised Tests
- target setting documentation
- Departmental assessment records
- pupil reports
- departmental / SMT minutes - review of attainment with SMT link
- supported study records
- Consultation data on school uniform

What are we going to do now?

- the school and department plans will include measures for raising attainment;
• the school will continue to target attainment of boys, black and ethnic minority, socially disadvantaged, lowest 20%;
• the school will target resources to continue improving attainment in specific curriculum areas as identified in the Improvement Plan;
• further improve whole school tracking and monitoring of pupils, the use of assessment data and use of both to plan for improvement;
• continuing to develop the use of ICT in learning;
• improve variety of learning and teaching strategies;
• continue implementing the strategic vision around raising attainment and ambition for all learners and promoting this vision with all stakeholders in readiness for the move to the new school;
• continue to build the school ethos of achievement and success including the promotion of an enhanced dress code in readiness for the move to the new school.
WHAT DID THE SCHOOL ACHIEVE IN 2011/12?

IMPLEMENTING IMPROVED PROCESSES OF SELF-EVALUATION THROUGH SCHOOL IMPROVEMENT PLANNING (5.9, 6.1, 6.2, 6.3)

How are we doing?

The school and departmental self-evaluation programme for the session is now set out clearly in the school calendar. This includes PT, SMT and peer learning visits, departmental reviews, pupil surveys and focus groups, parent surveys and whole school thematic reviews. Learning visits accompanied by professional dialogue and discussion are bringing about an improvement in learning and teaching with pupils becoming increasingly active and engaged in their lessons. Evidence from learning visits and the recent Authority Transitions Review show that pupils’ experiences in the classroom are of a high quality with a range of learning and teaching approaches including active learning, direct teaching and group/pair work.

Pupil consultation, through surveys and focus groups, is continuing to be developed across the school. Whole-school surveys of pupils’ experiences of learning and teaching are now well established and part of the the school self-evaluation processes as well as part of Departmental Reviews. Departments are developing and implementing their own methods of sampling and evaluating the pupil voice including at class level. Pupil focus groups are part of Departmental Reviews and are used with class learning visits and the views of teachers to build up an accurate and informative picture of learning and teaching across the school. The action points that are identified are included for development in Improvement Plans.

Regular and systematic Thematic Reviews are carried out. This session the review of School Leadership continued with PTs undertaking a self-evaluation exercise for school leaders through the use of a 360° questionnaire.

There are clear templates to help in the planning process including templates to assist in writing improvement plans and in monitoring and auditing the school and departmental improvement plans.

There is a clear articulation between the school’s self-evaluation activities and the school Improvement Plan. The Action Points from Learning Visits, Authority Reviews, Departmental Reviews and other self-evaluation activities are clearly evident in the Improvement Plan. The improvement plan is informed by the national agenda, the Local Improvement Plan, school self-evaluation, feedback from parents, staff, pupils and other stakeholders. The focus for the improvement plan is clearly centred on learning and teaching, skills improvement and raising attainment.

How do we know?

- School Calendar
- Departmental calendars
- Records of SMT Learning visits
- Records of PT and Peer learning visits
- Authority Transitions Review (Feb 2012)
- Departmental Reviews – review timetable, learning visits, pupil focus groups
- Department and Class pupil surveys / questionnaires
- Thematic Review of school leadership – PT 360° questionnaire
What are we going to do now?

- continue to develop and improve the Departmental Review programme
- continue to develop and expand the Thematic Review programme
- continue to develop and expand the use of pupil voice especially at Departmental and Class level
- continue to develop SMT, PT and Peer Learning visits
- continue to develop and improve the rigour of the cycle of planning, implementation and self-evaluation, focusing on learning and teaching, raising attainment and achievement
**WHAT DID THE SCHOOL ACHIEVE IN 2011/12?**

**ENSURING INCLUSION IS REFLECTED IN THE SCHOOL’S POLICIES AND PRACTICES (5.6)**

**How are we doing?**

Arrangements in the school for pastoral care, personal and social development and curricular and vocational guidance continue to be very good with excellent provision in Pupil Support. A school-based Departmental Review of Pupil Support was carried out in October 2009 identifying strengths and areas of development which were then addressed through an Action Plan. The action points have been implemented through the session with, for example, the creation of a DVD shown to staff at an InSet Day to illustrate the widespread work of the Pupil Support Management Team (PSMT). Other slots in In-Service Days continue to be used to highlight the work of the PSMT.

There are clear guidelines for all staff on their responsibility for the care and welfare of pupils. There has also been considerable In Service for all staff on anti-bullying, racist incidents, child protection, ASN, Relationships, Sexual Health & Parenthood, etc. In addition there has been considerable work in raising the profile of Staged Intervention (STINT) procedures and improving its use across the school.

All staff as class teachers play an important role in the care and welfare of pupils. Departments create an ethos in which pupils feel secure. There is good liaison between class teachers and Pupil Support teachers.

There is a clear system in place for the support of pupils by staff in the Pupil Support departments. Pupils have at least one planned individual interview each year. Pupils know how to contact their Pupil Support teacher and have confidence in talking about their successes as well as personal and school problems.

Period by period attendance continued, using Click and Go. Strong attendance monitoring procedures involving class teachers, Pupil Support, SMT and the Pupil Support Officer continued. Effective use is made of telephone texting to parents of pupils who are absent. There is good communication between parents and Pupil Support Teachers/SMT in relation to pupils who need pastoral support.

Very good use is made of both the Support bases and the teachers and assistants who work with pupils who for a variety of reasons need extra support. The support bases are areas where learning is promoted for pupils who need some degree of curriculum flexibility. The support bases are also used as “safe havens” for pupils at intervals and for the reintegration of school refusers.

The Joint Support Team deals promptly with referrals and has a wide range of supports/counsellors/agencies that it can involve to support pupils in addition to the teachers in the Support departments. Currently pupils have regular access to support and advice from ICS Social Worker, ERYCS counsellor, educational psychologist, campus police officer, careers adviser, outreach support and Carlibar Communication Centre (CCC) outreach leader.

There are also other programmes for pupils who need support such as the Activate programme for S4 and S5 and individual support from mentors. An Authority Multi-Agency Review was carried out in May 2010 and the feedback from that was very good with the recommendations being fed into the Pupil Support Improvement Plan and implemented. Internal and External exclusions continue to remain at low levels.

School policies continue to be amended and updated to ensure inclusion and equality is embedded in them. Equality Impact Assessments have been carried out on the anti-bullying,
behaviour management and homework school policies. School data is continuously monitored and analysed with reference to equality, fairness and disability.

**How do we know?**

- Pupil Support Action Plan.
- School policies on Equality and Inclusion
- Equality Impact Assessments
- InSeT Days Agenda
- Authority Multi-Agency Review Report
- Attendance and Behaviour Monitoring Data and its analysis
- CnG Database records
- JST records
- STINT records

**What are we going to do now?**

- continue to ensure that the school is fully committed to inclusion including the promotion of better behaviour and learning, equality for disabled staff, pupils and parents, and sustaining a sense of equality and fairness
- continue to raise awareness of STINT procedures and secure their place at the heart of the work of the school
Pupils were successful in local and national competitions. In the “East Renfrewshire’s Got Talent” competition an S6 pupil was runner up. The annual Kelvingrove Art competition brought Silver and Bronze Medals as well as “Highly Commended” and “Commended” awards for pupils in S3 and S4. In addition an S6 pupil had her work selected to be included in the elite SQA Advanced Higher Art exhibition. Pupils received Gold Awards at the Brass in the Park competition playing with their Community Brass Band. Pupils in S1 Social Education classes won vouchers for the school in a “Smoke Free” competition and S4 pupils were placed in the top 10 in the annual Matemathiques Sans Frontieres competition. A number of pupils received awards at the East Renfrewshire Celebrating Outstanding Achievements Ceremony in various categories including community Service, Sport and Creativity.

In sport there were many individual and team successes and pupils represented the school at various levels. Girls’ football has continued to develop strongly with two pupils being asked to join Glasgow Girls U13 and U15 teams. The school Junior Cricket team again won the Glasgow District League and pupils achieved success in the National Equestrian Association Show at Ingliston Equestrian Centre winning the 80cm competition and qualifying for the championships in Hampshire against other schools in Britain. The school currently has several Scottish internationalists and champions in sports as diverse as cricket, curling, athletics, karate, football, basketball, Irish dancing, ice hockey and swimming.

Many pupils took part in music and drama activities in school and at district level. A number of musical and drama evenings were held throughout the session. Music Department Bands provided entertainment at the school dances, the Strictly Come Dancing charity event and other school events and the school choir entertained shoppers at Princes Square. Two of our pupils also played alongside the RSNO at the Royal Concert Hall with one of the pupils also participating in the “Music Nation – A Sporting Fanfare” at the Clyde Auditorium. Pupils took part in a Fashion Show organised by the PCTA and participated in a school Burns’ Night.

The school has contributed to several charities through the session. The “Strictly Come Dancing” competition was held to raise funds for the Prince and Princess of Wales Hospice. The Human Rights Committee regularly sold Fair Trade products to Staff and at Parents’ Evenings raising money for Oxfam and Save The Children. Pupils and Staff participated in a Food Drive Fundraiser with over 600 food items donated to the Glasgow South East Foodbank.

Pupils had a number of chances during the session to be part of a group experiencing cultural or leisure activities. There were residential activity visits to Ardentinny, PE organised visit to France, and two pupils visited Auschwitz with the “Lessons from Auschwitz” programme, giving presentations to S2 classes on their return and to the East Renfrewshire Holocaust Memorial Event at Eastwood Theatre. In addition there were a very large number of day visits to various destinations.

There were a number of successful day conferences for pupils throughout the year including: Enterprise event, Industrial Awareness Day, Employability Event and East Renfrewshire Mini-Trials. A number of S2 pupils also participated in the Champions in Schools programme during the session.

The service that a great many pupils give to the school was recognized at Prizegiving with certificates awarded to: senior pupils who give curricular support to juniors; the members of the Charities, Year Book, Fair Trade and Human Rights committees.
Targets/Attainment Information

Standardised Testing

Pupils in East Renfrewshire secondary schools sit standardised tests in the core skills of literacy and numeracy at the end of S2. The authority average score is 100 and the table below shows the average combined scores for S2 pupils in the school. For example, where the score in a school is 110, this means that on average S2 pupils in that school are achieving a standard that is 10 points above the East Renfrewshire average score.

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Examination Performance, S4 and S5/6

The S4 and S5/S6 targets are based on three year rolling averages and are expressed as percentages of the relevant S4 roll.

SCQF level 3 is equivalent to Access 3; level 4, Intermediate 1; level 5, Intermediate 2; level 6, Higher.

<table>
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<tr>
<th>Examination Performance, S4 and S5/6</th>
<th>Average (08/09-10/11)</th>
<th>Average (09/10-11/12)</th>
<th>Target (12-14)</th>
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<td>5 or more awards at SCQF level 3</td>
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<td>5 or more awards at SCQF level 4</td>
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Attendance

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<td>Authorised Absence (%)</td>
<td>5.9</td>
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<td>No of half days lost through temporary exclusion*</td>
<td>130</td>
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<td>164</td>
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- Exclusion days are included in ‘Unauthorised Absence (%)’
Our main priorities for next session

Our main priorities for school session 2012/13 are:

- to continue to improve the quality and consistency of Learning and Teaching and broaden learning and teaching strategies.
- to continue to improve attainment at all stages and develop our strategies for preparing pupils for national testing and examinations.
- to continue to implement the curriculum in line with Curriculum for Excellence.
- to continue to refine school improvement planning and self evaluation procedures.
- to continue to promote and maintain a positive ethos and ensure inclusion is reflected in the school's policies and practices.
- to continue to improve fabric and facilities.

Priorities for school session 2012/13 are stated in the school plan, copies of which can be obtained from the school office. The school plan is also available on the school website.

Head Teacher        Date