



**Clydebank High School**

**Standards & Quality Report**  
**June 2014**

Head Teacher : *Stewart Young*

Date : June 2014

## KEY IMPROVEMENTS

### School Focus

#### Quality Indicator 1.1: Improvements in Performance

Level

4

#### Strengths

- Best ever S6 results
- Best ever 5 Higher results in S5
- Second best ever 3 Higher results in S5
- Positive Progression Values achieved by young people in S5 and S5/6 in a range of subjects
- Continuing strong SQA performances by our young people in S4 who are most at risk of missing out (including LAAC)
- Initial indications via “Insight” that we are coping relatively well with the effects of deprivation.
- Positive leaver destinations, above the WDC, national and comparator average
- Streamlined tracking strategy (by sampling) introduced from S1
- CfE pupils more aware of levels and curriculum pathways
- Extensive embedded mentoring strategy across S4/S5, coordinated by STARs

#### Areas for Development

- Increased attainment at all levels and all stages
- Number of pupils sitting and passing Higher Grade examinations in S5
- Ways of recognising achievement of young people more widely
- Closing the gap between boys’ and girls’ performance, including the most able
- Use of GL assessment data

### Strengths

- Most young people are well motivated through a positive classroom experience
- In many lessons young people have opportunities through pupil voice to influence what and how they learn.
- Many teachers explain clearly to young people what and how they are learning and many give useful feedback to help them improve.
- Increased evidence of the use of Bloom's taxonomy during classroom visits and self-evaluation
- Most of the school's learning/teaching targets in the SIP have been met, though inconsistently
- Relevant lesson feedback given to staff ; departmental performances in learning/teaching discussed, tracked and published
- Enhanced personalisation process for all pupils in S1 and S3-S6
- Increased delivery through the 4 Contexts
- Ongoing lower rate of pupil exclusions from school (effectiveness of Pupil Support Base) and reduced in-school referral rate
- Improved links with parents through a more formalised Parent Voice programme S1-S4

### Areas for Development

- More challenging target-setting for/by pupils
- Increased consistency of learning and teaching approaches across the school.
- Development of a fuller programme of Learning Assemblies
- Effective questioning and AifL strategies to become the methodological default in every classroom
- Increased level of analysis in staff self-evaluation activities

### Strengths

- S1-S4 Curriculum For Excellence courses reviewed to ensure they are fit for purpose and deliver entitlements
- Timetable for S4 successfully completed, along with Progress Assessments
- Literacy and Numeracy delivered and assessed across the curriculum
- Use of IDL activities to provide depth, challenge and connections across learning, although not yet uniformly embedded
- Almost all staff vary their classroom methodologies to encourage pupils' progress
- Many staff now provide learners with meaningful feedback to support the next steps in their learning
- Opportunities for Professional Dialogue encourage a wider range of methodologies and staff confidence
- Ongoing strengthening of curricular links with cluster primaries, especially in Literacy and Numeracy
- Through the Rights Respecting Schools initiative pupils wrote a pupil version of the School Improvement Plan
- Enterprise activities built into Business, Home Economics, Modern Studies

### Areas for Development

- Further embedding of the contents of Building The Curriculum 3/4/5, leading to further development work
- Even more young people need to benefit from opportunities to take part in clubs, sports teams and musical groups.
- Further strengthening of curricular links with primaries in Literacy and Numeracy
- Sharing of practice
- Sampling of individual pupils' progression

### Strengths

- Excellent all-round support provided by all our Support Services team, especially at transitions
- Wider range of courses in S1, S3 and S5/S6 personalisation exercise to meet more effectively the full range of pupil needs
- A revised and more formal post-results recouring exercise involving parents set a serious business-like tone for the Senior Phase
- More robust primary/secondary curricular liaison
- Teachers use additional support and mentoring to help raise achievement.
- Pupil Voice confirms that the pace and approach to learning mostly meets learning needs well..
- Increased range of assessment types used to move learning forward
- Early development of Professional Dialogue groups to share emerging practice
- Range of supports (e.g. Support Base) available to young people with Additional Support Needs, along with in-school support via Skills Development Scotland and Employability (e.g. pupil placements)
- Transition to appropriate placements – college, work – for S4 and above

### Areas for Development

- Increased impact of new methodologies on all learners
- Greater consistency across the school in the actual adoption of appropriate approaches to differentiation and teaching styles.
- Pace of work of all pupils across all subjects in S1/2/3
- Increased focus on the 4 contexts for learning
- Development of parent focus groups S1-S4 and further development of active links with home

### Strengths

- Staff awareness of school's and department's strengths and development needs through self-evaluation activities
- Staff commitment to taking action to effect personal and departmental improvement (via Departmental Improvement Plans and Professional Update)
- Staff commitment to promoting the vision and values of the school
- All new initiatives evaluated and outcomes shared with stakeholders
- Self-evaluation based on our SQA results analysis ensured increased focus and a measurable positive impact
- Flexible approach to self-evaluation methodologies
- More effective and "professional" DMs, focusing on learning and teaching and self-improvement
- Increased use of pupil voice, although not yet consistent
- Updating of Quality Calendar to mirror the approach adopted by Education Scotland
- More open professional discussion through Professional Dialogue groups

### Areas for Development

- Sharing of emerging practice to include a wider range of stakeholders
- Introduction of increased level of self-evaluation during classroom visits and subsequent de-briefings
- Awareness and use of the Standard For Full Registration for self-evaluation purposes
- Increased sharing of expertise/experience
- Consistency of practice across all departments

### Strengths

- The leadership of the school is committed to promoting continuous improvement and excellence for all learners
- Ongoing commitment to planning and implementing/supporting strategies for improvement
- Self-evaluation stronger and more robust than before, although still inconsistent
- The vision for the future is clear and the majority of stakeholders buy into this
- Innovative approaches aimed at improving the quality of learning and teaching and outcomes for learners are encouraged
- Staff are focused on improving outcomes for learners
- Leaders are developed at all levels and play a role in improving learning and teaching
- Staff have opportunities to take on lead roles
- Change is managed effectively and in consultation with stakeholders
- Good communication

### Areas for Development

- Ongoing encouragement of innovative practice
- Self-evaluation needs to be more rigorous and have more consistent impact
- Classroom practice needs to be shared more effectively
- Consistent standards of leadership
- Involvement of more staff in leadership roles

## School Contact Details

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We will work together to ensure that everyone in our community is valued and has the opportunity to learn for life and to achieve their potential.

### Aim

We aim to enable everyone in West Dunbartonshire to become:

- ✚ Successful learners
- ✚ Confident individuals
- ✚ Responsible citizens
- ✚ Effective contributors

now and throughout their future lives.

To achieve our aim, we will:

- ✚ Deliver courses and activities which meet the needs of all learners
- ✚ Provide services and manage resources to support learning
- ✚ Value differences, promote equal opportunities and foster inclusion
- ✚ Promote partnership, collegiality and community participation
- ✚ Celebrate success
- ✚ Monitor, evaluate and review the quality of our services

**West Dunbartonshire Council:**  
**An Education Authority of Ambition**