

LINLITHGOW ACADEMY

Standards & Quality Report

Session 2004/05

CONTENTS

The School

School Aims

Development Priorities

Evidence

Summary Statement

Next Steps

Attainment

Appendix A - School Evaluation Report

Appendix B - Department Evaluation Report

THE SCHOOL

Linlithgow Academy is a secondary school which serves the community of Linlithgow. During the session 2004/2005 the school roll comprised 1220 pupils – at start of session – with more than 80 members of teaching staff including those designated to support pupils with learning difficulties and special needs.

Linlithgow Academy is an integral part of the community both educationally and socially.

SCHOOL AIMS

The aims of the school are:-

Curriculum

- To offer a balanced curriculum which includes regular assessment, is frequently reviewed and provides equally for each individual to fulfil their highest level of attainment.

Attainment

- To provide all pupils and staff with the opportunity to achieve their maximum potential, both academically and socially.

Learning and Teaching

- To provide the highest quality of learning and teaching experiences that enable pupils to enjoy their education and develop positive attitudes towards learning.

Support for Pupils

- To provide a supportive environment in which self-confidence and mutual respect can develop through the exercise of concern and responsibility by every member of staff.

Ethos

- To provide a disciplined environment which encourages all staff and pupils to take realistic and reasonable responsibilities for aspects of school life.

Professional Development

- To enhance the effectiveness of all staff by a planned process of staff development.

Partnership

- To promote the challenge of learning and working in partnership with the wider community, through co-operation and effective communication.

Learning for Life

- To provide appropriate guidance, support and information so that pupils and parents can make informed choices in planning for the future.

Learning Environment

- To make learning and working a challenging and enjoyable experience.

Values and Citizenship

- To prepare pupils for responsible citizenship by developing values, beliefs and attitudes compatible with living in a modern, democratic and multicultural society.

Social Inclusion

- To ensure that every pupil enjoys equality of access to educational opportunities, regardless of social or economic background.

Health Promotion

- To ensure good health in all pupils through strategies which promote physical and mental wellbeing and self-esteem.

DEVELOPMENT PRIORITIES

The following priorities were identified in last year's report and incorporated within the school's improvement plan for session 2004/2005.

- to review and monitor promoted staff remits
- to identify and provide access to appropriate monitoring and evaluating tools
- to identify and access with staff individual opportunities for personal, professional enhancement and development
- to review the deployment of all available resources to ensure equality and effectiveness
- to encourage the development of pupil independence by sharing responsibility with pupils
- to promote the teaching process as a quality provision
- to progress assessment as a tool for learning

EVIDENCE

As part of the school's procedures for monitoring effectiveness and evaluating progress towards development targets, the following methods have been deployed during the year:

- Agendas of meetings
- Aims of the school
- Course documentation
- Curriculum statements
- Departmental development plans
- Destination analysis – further education
- External agency links (record)
- Financial report/budget/forecast
- Guidance reports
- Individual education plans
- Minutes of meetings
- Newsletter
- Parental involvement (record)
- Record of needs
- Transition profiles

NATIONAL PRIORITY 1 - Attainment and Achievement

The overall attainment for 2003-04 was very good. SQA attainment exceeded almost all comparator schools at Standard Grade and all comparator schools at Higher Grade. Standard Grade results matched the performance of the last two years. Higher Grade results continued an improving trend at 3+ passes and, especially, at 5+ passes. At 5-14 levels there was a marked improvement in Maths and Reading. Attainment in writing was sustained at almost the same level as 2002 + 2003, within 2% of 2005 target level.

Standard Grade Maths and English attainment at Level 3 remained at the consistently high 98% in both subjects.

What we have done in 2004 – 2005.

- introduced PROMPTS monitoring, tracking and reporting system to provide individual performance data and gather prediction of support needs.
Supported by appropriate staff training
- introduced Standard Grade English in S2 with first presentation in S3, 2005. Aim to challenge all pupils and to improve attainment subsequently at National Certificate Level.
- supported the teaching of Modern Languages in associated primary schools by deploying 0.2fte of senior school staff into P7.
- very good progress continued in developing Study support. Activities included Homework Clubs S1/2 + S3/4, Lunch Club for vulnerable pupils, revision classes before prelims and before SQA exams, “Exam Success” for all S4, and all pupils received a homework diary/planner. Diaries were customised for, separately, S1-2, S3-4, S5-6 issue in 2005.
- identified a collaborative action enquiry team to identify and develop formative assessment strategies aimed at involving pupils shared learning intentions and providing effective feedback.
- collaborated with the senior management of the service in Performance Reviews and Target Setting.
- increased attainment in ASDAN awards within a larger Princes Trust XL group.
- piloted CASE in S1 Science within a programme co-ordinated with associated primaries.
- made P7 NFER data available from P7 to all staff. This adds to the data available through established CAT testing in S1 + S3.

- sustained effective links with other schools and colleges to maintain flexibility and breadth within the curriculum. The S1 Outdoor Education programme delivered at Low Port Centre was sustained.

NATIONAL PRIORITY 2 - Framework for Learning

The framework for learning this session, within Linlithgow Academy was good. Significant developments took place in improving the accommodation within school and in a full review and re-organisation of the continuing professional development programme for staff. Very good progress was made in extending ICT resources available to staff and pupils.

Senior staffing was re-organised and the Guidance roles re-drafted.

What we have done in 2004 – 2005

- reviewed school policy on staff development and review in line with National and Local Authority Guidelines
- implemented an improved system for identifying CPD needs
- developed a system to support staff in maintaining a CPD portfolio.
- seven staff were supported in their engagement for Chartered Teacher.
- in-house mentoring was sustained for 2 NQT's and for 27 student teacher placements.
- the LAN in school was up-graded
- 10 further wireless laptops were provided to offer greater integrated curricular use of ICT
- 10 data projectors and 10 interactive whiteboards were provided for use in directive teaching.
- £27,000 was invested in desktop computer replacements.
- extended accommodation of 2 classrooms, 1 laboratory, toilets, store and seminar room was completed, including a new main stairway, new entries and additional doorways to ease congestion problems.
- maintenance extended to new floor coverings, painting and roof sealing throughout the building.
- a new telephone system was installed.
- a second questionnaire was issued to determine parental perceptions of the school.
- two development posts were established in school; 92 days of staff commitment to SQA was reported and a PT took up a day/week secondment as a Teacher Fellow at Stirling University.

- senior staff remits were re-drafted succeeding the reduction to 3 deposes and the appointment of 1 Principal Teacher - Pupil Support.
- the Guidance team was restructured with 4 full-time non-subject teaching principal teachers and 1 Principal Teacher - Pupil Support.
- hosted for 2 weeks a graduate from the University of Wisconsin Special Education department.

NATIONAL PRIORITY 3 - Inclusion and Equality

The school performance is very good in promoting equality and in helping every pupil benefit from education.

Pupils with additional support needs are very well provided for essentially as members of mainstream classes. Support bases provide effective alternatives – there is a very good liaison with parents and outside agencies in agreeing and accessing these provisions. There is very good access to the full curriculum for pupils with additional support needs. IEPs are well constructed, integrated with other requirements and are reviewed regularly. There is good access to essential resources and staff are very well informed and professionally skilled to meet the educational, social and care needs of pupils with additional support needs.

What we have done in 2004 – 2005.

- the P7 – S1 transition programme has been improved by:
 - working with the primaries to establish a Transition Policy
 - running an individualised induction programme for pupils with additional support needs
 - running a one week transitional enterprise programme for P7 pupils in August.
 - working with the Literacy Unit to support pupils in transition with learning needs
- an in-house alternative curriculum has been developed for a small number of dis-engaged pupils
- through LSS, CPD sessions have been delivered on providing for pupils with individual disabilities, and on different learning styles. Specific case conferences have regularly been convened
- social inclusion and the awareness of child protection guidelines have both been included in in-service programmes
- all departments have reviewed their own inclusion policy plus a school policy has been launched
- a collaborative LSS/RMPS action enquiry project has been fulfilled delivering a more inclusive S1 RMPS course.
- medical care plans have been drawn up for all appropriate pupils
- the SLG group has been re-figured as JAT, adopting the principles of tiered intervention

- a lunch club for vulnerable pupils has been sustained
- the Learning to Learn cohort of S4 pupils all achieved very good SQA results in 2004. The programme has been continued.

NATIONAL PRIORITY 4 - Values and Citizenship

Good progress has been made in establishing and continuing a wide range of activities to raise awareness of Citizenship. Through curricular work, assemblies and links with the community pupils are engaged in developing active citizenship and the values of a democratic society.

What we have done in 2004-2005

a full audit of citizenship across the curriculum has been undertaken]

- the S1-S4 PSD programme has been fully revised
- volunteering and support for charities has been encouraged with some notable success – including £5000 donation to the Tsunami appeal and a second whole school sponsored walk
- there was support for, and active involvement in, the Linlithgow Fairtrade Fortnight.
- a Pupil Council, with representation to the National Youth Parliament, was sustained.
- international visitors were welcomed from Sweden, Norway, Germany, South Korea, France and Egypt. Exchange programme with France has been revived.
- pupils linked with the community through Christmas music recitals, the Deacons Court Burns Supper, Rotary International and charity shops.
- a recycling project has been launched in school
- external services have contributed to the delivery of the PSD curriculum – particularly LYPP and the Police.
- a “Drugwise your Kid” programme run by St. John’s Church for parents was financially supported by the school.
- a mock-election was conducted in May 2005
- the links with St Michaels were sustained and a new school chaplain was introduced and welcomed.
- Preliminary links were established with Donaldsons School for the Deaf in anticipation of their re-location to Linlithgow in 2007.
- Young citizens entitlement cards were established with pupils.

NATIONAL PRIORITY 5 - Learning for Life

Very good progress has been made in equipping pupils with the foundation skills, attitudes and expectations in preparation for accessing the world of work. High levels of participation were sustained in sport, music and visits out of school. An increasing breadth of enterprise activity was promoted across the school.

What we have done in 2004 – 2005

- our own careers software package, Career Gateway, was developed and launched by the Librarian
- two Welcome Host seminars were undertaken, tutored by our own staff
- all S2 pupils experienced Sci Fun day and were involved in Make It In Scotland day.
- groups of pupils were involved in Springboard, the SCHUH design challenge and an S2 group won the CITB Construction Challenge.
- a P7/S1 Summer Enterprise transition week was introduced
- a West Lothian Enterprise Champion was identified in school
- six pupils very successfully completed an Int 2 Construction Programme at Falkirk College
- 52% of pupils progressed to higher Education in 2004 (52% in 2001 – 53% in 2002) and 17% to further education (11% in 2001 - 16% in 2002)
- a new sports Co-ordinator was identified and over 100 pupils were involved in NOF funded activities.
- an S1 Enterprise Business Club was launched
- an S5 'Leadership' workshop was included in the S5 Induction programme
- two staff have taken up teacher placement opportunities in industry
- 16 girls attended a women in construction event at Glasgow Caledonian University.
- involvement of Home Economics department in TEES project – technology Education and Enterprise in Scotland.
- the schools "Oral Health initiative" won a Celebrating Success Award in August 2004.

