

Professional development of staff:
QAHS 'New Professionals' & 'Leadership of Change' Programmes

Increased pupil participation in self-evaluation and school improvement (HGIOURS)

Collective understanding of protected characteristics & wellbeing

Learning, Teaching & Assessment.
Focus on: lesson structure, formative assessment, curriculum & Learning Tracker

QAHS Improvement Priorities 2019/20

Queen Anne High School

Standards and Quality Report 2019-20

School Context:

Queen Anne High School is a six-year non-denominational comprehensive secondary school. The school role is increasing with Education Authority projections as noted in the table below:

Year	2017	2018	2019	2020	2021	2022	2023	2024	2025
Pupils	1594	1638	1699	1780	1832	1889	1951	1968	1970

Throughout last session (19/20) the QAHS pupil population surpassed the projection noted above and reached 1802. From September 2019 through to lockdown in March we absorbed the S2 Woodmill High School pupil cohort (as a result of a fire and temporary school closure) adding another 252 pupils. This placed school resources under significant pressure as the total pupil role exceed the maximum capacity of the building. The impact of this was that Woodmill pupils did not have access to practical Physical Education, Home Economics, Science or Technologies when in the QAHS building as these specialist rooms were already at maximum capacity.

The school catchment reaches across northwest Dunfermline and surrounding villages and currently our 14 associated primaries are: Bellyeoman, Blairhall, Cairneyhill, Carnock, Crossford, Culross, Inzievar, McLean, Milesmark, Pittencrieff, Saline, Torryburn, Townhill and Tulliallen.

Currently the demographic of the pupil population within the Social Index of Multiple Deprivation (SIMD) and Free School Meal Requests (FMR) is illustrated in the tables below:

(*data extracted from Pupil Census - September 2018 based on a pupil role of 1632. SIMD percentages rounded to 1 decimal point)

SIMD 1	SIMD 2	SIMD 3	SIMD 4	SIMD 5	SIMD 6	SIMD 7	SIMD 8	SIMD 9	SIMD 10	SIMD 1-3	22.1 %
103	107	150	40	219	223	196	209	312	59	SIMD 4-7	41.5 %
										SIMD 8-10	35.5 %

Free School Meals Requested	11.7 %
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The Senior Leadership Team this session was extended from five to six Depute Headteachers (DHTs). SLT also includes the Headteacher, one Yearhead (YH) and a Business Manager, within an overall teaching staff complement of 112 FTE. Teaching staff are well supported by a wide range of single status staff, including a team of effective Pupil Support Assistants. Our core integrated pupil support provision at Queen Anne HS comprises all staff (including Pupil

Support: Guidance, ASN and Nurture), the Education & Children's Services Directorate and External Partner Agencies, with QAHS learners and their families firmly at the centre.

The Principal Teachers of Pupil Support have caseload responsibilities organised within a vertical house structure. Universal and targeted support is woven through every aspect of our support provision to best meet the additional support and learning needs of all learners. We believe that our 'tartan' approach to personalised support ensures that each learner is known well and their successes within and beyond the classroom are recognised and celebrated. The 'human aspect' of our school and positive relationships facilitate constructive, supportive learner conversations across all curricular areas. It is an expectation that personalised support does not happen at a set time each week but is threaded through every conversation and action in QAHS.

Pupil support provision is coordinated through Integrated Support Area 1 (ISA 1) and Integrated Support Area 2 (ISA 2). ISA 1 comprises of Pupil Support staff, complemented by our external partner agencies including our: Skills Development Scotland Advisor, Drugs Alcohol & Psychotherapies (DAPL) counselling provision, Fife Learning with Care Team (working on interventions to better support care experienced young people) and the Families Outside Team (supporting young people and families affected by imprisonment), Nurture Hub with specialist Nurture trained teaching and PSA level 3 support, School Nurse and specialist ESOL support. ISA1 has been further enhanced by the incorporation of our Integrated Support Hub which is now the support nucleus of the school hosting our multiple partner agencies working with our young people and their families. ISA 2 (or "DAS") delivers highly specialised and personalised additional support, tailored to the needs of the individual, and delivered through a combination of small groups and mainstream classes. In session 19-20 the pupil role in ISA 2 was 47.

Our values are encapsulated within three key concepts: Self-worth, Human-Aspect of our School and Personal Best. We aim to ensure the highest quality learning experience for all learners within QAHS. Our school community is dedicated to creating a productive, healthy, safe and enjoyable learning environment where every effort is made to develop the personality, talents and abilities of each learner. We aspire to become a school where every learner has a strong sense of 'self-worth'. We are committed to nurturing the 'human-aspect of our school' by building positive relationships based on mutual respect and equality. It is important to us that everyone within our community is treated fairly, respectfully and without discrimination. We are committed to the promotion of equality through the appreciation and celebration of diversity. We promote responsible citizenship within our school community and encourage learners to be responsible global citizens. We have the highest expectations of all learners to deliver their 'personal best' with pride and confidence. We support all learners in choosing a personalised pathway to enable them to achieve their personal aspirations.

Pupil Equity Funding (PEF):

We agreed three strands of development using PEF which we believe to be sustainable and will help to build capacity. We continued to invest our PEF funding in these three areas throughout session 19/20:

1. **Wellbeing Strategy:** Raise awareness of and better support young people and families with mental & emotional challenges, marginalised individuals/groups and increase pupil engagement/connectedness with QAHS to increase the chances of achievement of 'Personal Best'.

2. **Development of QAHS staff:** Investment in leadership and pedagogical practice in order to improve outcomes for learners.
3. **Develop a Digital Infrastructure:** Investment in the infrastructure required to facilitate high quality & engaging learning and to better support additional support needs (ASN).#

We evaluated all interventions using 'Dilts model of neurological change' and believe that those selected provide the highest level of sustainability by investing primarily in the development of people and wellbeing.

<p>National Improvement Framework priority: Improvement in children and young people’s health and wellbeing. Closing the attainment gap between the most and least disadvantaged children and young people.</p>		<p>Fife Priorities/ Local Plan Priorities: Developing better learning and teaching in the classroom and beyond.</p>
<p>Focussed Priority: Leadership Professional Learning Programmes</p>		
<p>QI (HGIOS4): 1.1 Self-evaluation, 1.2 Leadership of Learning, 1.3 Leadership of Change & 1.4 Leadership & Management of staff</p>		<p>NIF Drivers: School leadership, teacher professionalism & school improvement.</p>
<p>Action/Task</p>	<p>Progress and Impact</p>	
<p>Development and implementation of an ‘Excellence through leadership of learning programme’ (OSIRIS – Mark Burns) to support professional learning and leadership of the new T1 PTCs & T2 PT/PTCs.</p> <p>5-day programme 11.30 – 18.00</p> <p>Coordination of a one-day leadership conference to support leadership of change and evidencing impact. All promoted staff: PT1s whole school responsibility (x5), PT/PTCs T2 (x6), PTCs</p>	<ul style="list-style-type: none"> ➤ An evaluation and impact study evidenced high engagement of this new leadership team with the programme and all noted modified practice. All five days were evaluated in the top two quintiles. Developing High Relational Trust (Day2) and Developing Shared Clarity (Day 3) were evaluated as the training days with the highest impact. All 14 participants felt that their leadership had improved: 93% noted significant improvement specifically in striving to model excellence in their day-to-day leadership through: their passion, physical energy, analytical and people-focussed approach. ➤ <u>Examples of feedback:</u> <i>This is genuinely one of the best CPL/PL I have had. Time to be able to work with the whole team, to listen and learn from each other was invaluable. By all being together I feel like we have achieved a ‘shared clarity’ and understanding. The opportunity to reflect properly on being a leader and how to plan effectively. Single handed best piece of leadership I have ever completed. Made it real to secondary and linked all my other leadership developments together.</i> ➤ Clear evidence of shared clarity, relational trust and effective learning design which continued to build as the session progressed. For example, this group identified shared improvement priorities and collectively delivered these. Very strong team approach and observable modelling of expectations. ➤ Off-site leadership conference with all promoted staff. Evaluation evidenced a clear understanding of a team approach around the QAHS collective values. Clarity around expectations has helped to embed them into day-to-day practice. Investment in staff was well received. 	

<p>T1 (x7), PTPS: Guidance, ASN & Nurture (x8) DHT (x5), YHs (x2) & HT (x1).</p> <p>Coaching leadership programme for DHTs & YHs</p> <p>School Leaders Scotland Conference and extended Senior Leadership Professional Learning</p>	<ul style="list-style-type: none"> ➤ This has helped the DHTs and YHs to default to a coaching style of leadership when working with PTCs to support PTCs to develop their own skills. DHTs and YHs have also successfully secured GTCs professional recognition through a reflective piece of extended writing following on from this 6-session programme. ➤ This ensured SLT have an enhanced understanding of the national context. It was an excellent networking opportunity and several links to schools across Scotland were forged as a result enabling us to share good practice.
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<p>National Improvement Framework priority: Improvement in employability skills and sustained, positive school leaver destinations</p>	<p>Fife Priorities/ Local Plan Priorities: <u>Attainment: Young people have better levels of achievement.</u> More effective engagement and participation of young people in their learning</p>
<p>Focussed Priority: Development of increased pupil participation across the BGE and Senior Phase (S1-S6)</p>	
<p>QI (HGIOS4): 1.1 Self-evaluation</p>	<p>NIF Drivers: School Improvement & parental engagement</p>
<p>Action/Task</p> <ul style="list-style-type: none"> ➤ Measure readiness for further development of Pupil Participation within QAHS ➤ Assign one Vice Captain and one teacher responsibility for each of the five themes outlined in HGIOURS Part 2 	<p>Progress and Impact</p> <ul style="list-style-type: none"> ➤ Pupil leaders supported by a teacher mentor led whole school improvement on each theme within HGIOURS Part 2. The themes were: Our Relationships, Our Learning & Teaching, Our School & Community, Our Health & Wellbeing and Our Successes & Achievements. Pupils filmed a video explaining their improvement priorities which was shared with the school community. Pupils were empowered by this level of responsibility and they also met with significant success. For example, 'Our School & Community' group linked with Wellwood Community Council and developed a number of community litter picks to raise awareness of this issue in the school community.

<p>National Improvement Framework priority: Improvement in attainment, particularly literacy & numeracy</p>		<p>Fife Priorities/ Local Plan Priorities: <u>Attainment: Young people have better levels of achievement.</u> More effective engagement and participation of young people in their learning</p>	
<p>Focussed Priority: Launch of the revised 'Better Relationships, Better Learning, Better Behaviour' guidelines. For use with all young people in the BGE and senior Phase (S1-S6).</p>			
<p>QI (HGIOS4): 3.1 Ensuring wellbeing, equality and inclusion</p>		<p>NIF Drivers: School Improvement & teacher professionalism</p>	
<p>Action/Task</p>		<p>Progress and Impact</p>	
<ul style="list-style-type: none"> ➤ Involve all staff in collaboration workshops and discussion around 'Positive Behaviour Supports' and 'Ready, Respectful, Safe (RRS)'. ➤ Involve all staff in moderation activities with regard to positive behaviour management & de-escalation strategies ➤ Launch the revised BRBBBL guidelines and share expectations with parents/carers, young people, external partners and our wider community 		<ul style="list-style-type: none"> ➤ Guidelines were revised based on feedback from staff the previous session ➤ All staff completed two extended workshops (June & August 2019) on the Inservice days to support the launch of the revised Better Relationships, Better Learning, Better Behaviour guidelines at the start of the session to promote consistent approach and to reinforce the rationale behind the guidelines. Staff were trained using a range of scenarios and input from Morag Martindale (Educational Psychologist). ➤ 94% staff noted increased understanding of expectations and 96% felt supported by the training. ➤ The guidelines were shared with the wider school community and shared on the school website. 	

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<p>Focussed Priority: Revision and rebranding of our ‘New Professionals’ programme</p>			
<p>QI (HGIOS4): 1.4 Leadership & Management of staff, 2.2. Curriculum, 2.3 Learning Teaching & assessment & 2.7 partnerships.</p>		<p>NIF Drivers: Teacher professionalism, school leadership & school improvement</p>	
<p>Action/Task</p>		<p>Progress and Impact</p>	
<ul style="list-style-type: none"> ➤ Revision of existing ‘QAHS Probationer Programme’ to include SIR students, GTCS ‘Generalists’, provisionally registered teachers, flexible route probationers and student teachers. Rebranded as ‘QAHS New Professionals Programme’. ➤ Expansion of ‘QAHS New Professionals Programme’ to include new Administration staff, new teachers and new Pupil Support Assistants. 		<ul style="list-style-type: none"> ➤ The QAHS professional learning programme bespoke to the school was enhanced and delivered throughout the session. The key focus of this programme is to welcome and support staff with professional learning regarding QAHS specific procedures and processes e.g. access and expectations associated with the Learning Tracker, BR, BL, BB Guidelines etc. ➤ 100% of new staff noted they felt welcome and supported by this programme. 	

<p>National Improvement Framework priority: Improvement in children and young people’s health and wellbeing. Closing the attainment gap between the most and least disadvantaged children and young people.</p>		<p>Fife Priorities/ Local Plan Priorities: <u>Equality and Equity</u>: Enhancing opportunities for our most vulnerable groups and individuals.</p>	
<p>Focussed Priority: Enhancing awareness of protected characteristics through Pupil Working Groups and associated staff. Tracking and recognising achievements. QAHS Equalities Policy.</p>		<p>SLT Lead: Laura Martin</p>	
<p>QI (HGIOS4): 3.1 Ensuring Wellbeing, Equality and Inclusion, 3.2 Raising Attainment and Achievement</p>		<p>NIF Drivers: School Leadership (all staff). Assessment of Children’s Progress (quality and consistency of data collections for attainment and health and wellbeing)</p>	
<p>Action/Task</p>		<p>Progress and Impact</p>	
<ul style="list-style-type: none"> ➤ Progression towards LGBT Scotland Silver Award ➤ Mentors of Violence Prevention Programme ➤ Increased awareness of protected characteristics and wellbeing indicators. 		<ul style="list-style-type: none"> ➤ LGBT Scotland (Cara Spence) delivered an extended training session for all staff. This was positively evaluated and evidenced increased awareness and understanding. <u>Next steps:</u> To achieve the LGBT Scotland Silver Award ➤ Staff were trained as MVP mentors but unfortunately the pupil training via the residential could not take place in the summer term. <u>Next steps:</u> Progression with this programme needs evaluated within the context of COVID19 as regards progression. ➤ Inservice day training covered the protected characteristics and wellbeing indicators. At the end of the training day the targets of: <ol style="list-style-type: none"> 1. 90%+ staff able to note 5+ protected characteristics from the Equality Act 2. 90%+ staff able to define wellbeing and the 8 indicators 3. 90%+ staff able to state 3 articles/rights from UNCRC. 	

National Improvement Framework priority: Improvement in attainment, particularly literacy & numeracy.		Fife Priorities/ Local Plan Priorities: <u>Attainment:</u> Young people have better levels of achievement.
Focused Priority: Develop QAHS L&T Policy		
QI (HGIOS4): 2.3 Learning, Teaching and Assessment		NIF Drivers: School improvement & teacher professionalism
Action/Task	Progress and Impact	
<ul style="list-style-type: none"> • Develop and launch QAHS Learning and Teaching policy • Focus on consistency of lesson structure and supporting learning through differentiated activities 	<ul style="list-style-type: none"> ➤ Learning & Teaching Policy developed and shared with staff. Evaluation evidenced it as user friendly. Initial PTC feedback noted improvements at the classroom level. Term 3 SLT observations unable to take place due to COVID19. <u>Next steps:</u> to validate improvements in differentiated learning. 	

Evidence of significant wider achievements:

- In session 2019-20 we secured ‘**Microsoft Showcase Schools**’ status following a successful application. Over the session we have engaged in the following:
 - A one-on-one Microsoft Surface Go device pilot with Advanced Higher pupils
 - Promoted and trained staff in Immerser Reader and Learning Tool 0365
 - Digital Literacy is an integral part of the New Professional Programme at QAHS for all new staff
 - Weekly digital webinars on topics like: Flipgrid, Teams, Sway, Forms...
 - An improving trend of pupils regularly accessing GLOW based on month-by-month statistics averaging about 90%
 - **40 staff are now certified Microsoft Innovative Educators (MIEs) and are supporting training across the school. We also have a further MIE Fellow and 5 MIE Experts.**
 - We have launched a Bring Your Own Device strategy to support further digital improvement.
 - Digital Showcase event to share the digital good practice of staff on return to school in August. This was delivered via Teams by teachers and the rest of the staff watched in faculty groups and then engaged in a digital Q&A.

This improvement in staff digital skills has been essential in delivering high quality learning throughout the disruption to schools resulting from COVID19.

- We piloted a **Parent Active Workshop Evening** delivered by teachers to help parents and carers support learning at home and this was a real highlight of the session with very positive attendance and evaluation:
 - 190 parents and carers attended
 - 95.5 % noted the evening as useful
 - 84.8% would like more events like this
 - A sample of parent evaluation comments: *Tonight's session covered a lot in a short space of time. Very informative. Really impressed by the enthusiasm of the teachers and the organisation of this event. The sessions were well organised and the information clear. I have a better understanding of where resources are available for different subjects and how to support revision. The summary sheet noting key information (supported study sessions, revision websites, twitter...) is excellent! The interactive nature of the sessions made them engaging. Thank you very much!*
 - A sample of staff evaluation comments: *I thought this event really connected parents and staff with a united purpose. Great to have a learning focussed event that was so well attended and clearly appreciated by families. What a buzz! Well worth the effort and time given over to this. This demonstrated to parents L&T as a key priority for QAHS. This was much more productive than Parents Evenings – wouldn't it be great if we could deliver five of these sessions instead – much more productive for everyone!*

- **Through the Duke of Edinburgh Award Scheme in 2019-20 young people still managed to achieve 323 hours of developing a skill, 323 hours of physical activity and 323 hours of volunteering in their community. This has a social value of £1405.05.**

What have been the successes and challenges of learning at home since March 2020 as a result of COVID 19?

- **Successes:**
 - High level of commitment and effort from staff to deliver remote learning throughout lockdown.
 - High level of pupil engagement with learning (but not consistently across all subjects).
 - Parents appreciated regular and clear communication
 - Digital transition for P7s worked very well

➤ **Challenges:**

- The continued unpredictability and uncertainty of absolutely everything. Leadership continues to be very responsive and operational. This is emotionally and physically draining.
- Crisis management and pace of change/response required has been unprecedented.
- Digital connectivity going forward: The bandwidth is insufficient in schools to support what is required and this has created/is creating significant frustration for staff and young people when using digital devices. This needs to be a key priority for the Education Directorate and Fife Council to support learning through an ongoing period of disruption.
- The loss in direct teacher interaction with young people. This is essential to build relationships and is still the best way to deliver learning.
- Wellbeing of all. Many people feel disconnected and isolated with reduced social interaction.
- Managing an exceptionally high level of anxiety from the whole community.

Whole School Results (A-D Awards)

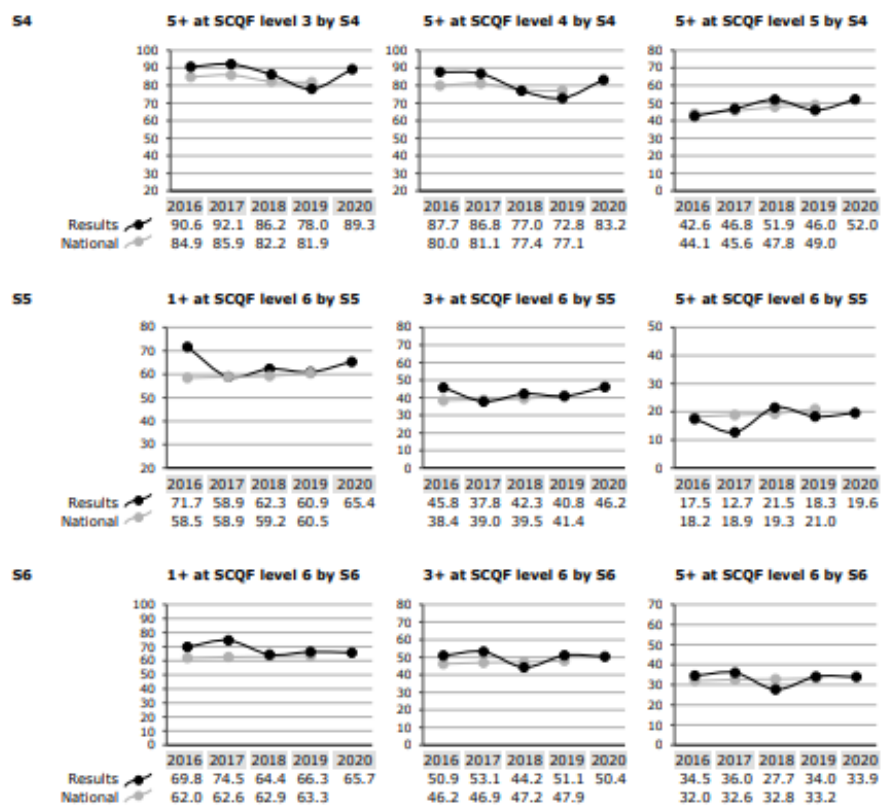
2020

Queen Anne High

This report provides a comparison of attainment by the end of stages S4, S5 and S6. Data is provided for a range of key attainment measures.

Results Results for previous years taken from Insight data available via Insight.scotxed.net. Current year results taken from SEEMIS BI

National Results taken from Insight.scotxed.net



Five-year attainment trends

NIF QI Evaluations:

Quality Indicator	2017 - 2018	2018 - 2019	2019- 2020
1.3 Leadership of change	Good	Good	Very good
2.3 Learning, teaching and assessment	Satisfactory	Satisfactory	Good
3.1 Ensuring wellbeing, equity and inclusion	Good	Good	Very good
3.2 Raising attainment and achievement	Good	Good	Good