



# STANDARDS & QUALITY REPORT 2023-24



## Standards & Quality Report 2023-24

### Context of the School

Williamwood High School is a non-denominational school serving the areas of Clarkston, Busby and Netherlee. The new school building opened in 2006 and is equipped to the highest specification throughout. Williamwood High School has three associated primary schools, namely Carolside Primary School, Busby Primary School and Netherlee Primary School. The current roll of the school is 1730 and the staffing allocation is circa 125 FTE. The school achieves exceptional academic outcomes for pupils and pupils' aspirations are high with 98.6% of school leavers entering a positive destination, with 82% opting to enter Further or Higher Education. The ethos of the school is inclusive and aspirational. It is characterised by both challenge and enjoyment and by exceptionally positive relationships which are underpinned by the school's vision of **Mighty Oaks from Little Acorns Grow** and our refreshed values of **ambition, respect and kindness**.

### Improvement Plan Priorities

The school's improvement priorities for session 2023-24 included the following broad targets:

#### **CURRICULUM, LEARNING, TEACHING, AND ASSESSMENT**

- ❖ Raised attainment levels across all curricular areas
- ❖ Narrowed poverty related attainment gap
- ❖ Greater confidence in teacher judgements

#### **SELF-EVALUATION FOR SELF-IMPROVEMENT**

- ❖ A shared understanding from all stakeholders on using self – evaluation for self –improvement approaches

#### **LEADERSHIP**

- ❖ A shared culture and ethos of leadership at all levels, including young people

#### **PUPIL PARTICIPATION & PARENTAL ENGAGEMENT**

- ❖ All young people are participating in the wider life of the school and their successes are celebrated widely.

#### **PARTICIPATION AND ENGAGEMENT**

- ❖ Enhanced wellbeing and outcomes through improved, progressive experiences

#### **DEVELOPMENT OF THE WHOLE CHILD**

- ❖ Young people equipped with the skills and opportunities required to move into positive, sustainable destinations.



## Method of Gathering Evidence

A range of evidence was gathered to evaluate the success of the school in meeting these targets, including:

- staff peer evaluation;
- learners' evaluations of their learning experiences;
- the analysis of quantitative data, including Insight and SQA data, Standardised Test results and CfE judgements;
- monitoring of learning and teaching, attainment and achievement throughout the year;
- benchmarking the quality of work with schools of similar characteristics and of identified good practice;
- moderation at school, cluster, authority and inter-authority/national levels;
- surveys carried out with staff and pupils;
- whole school/departmental evaluation through audit;
- partnership review (VSE) and local audits (CIVs) focusing on a particular aspects of the work of the school;
- observation of practices with learners and staff, and by leaders and partners (OSIRIS) through, for example learning visits where the focus is on the experiences of the users;
- focus group discussions with learners, teaching and support staff;
- information from partners such as educational psychologists, Skills Development Scotland, social workers, campus police officer, Children's Reporter, CAMHS etc.



How good is our leadership and approach to improvement?		(1.1, 1.2, 1.3)
<b>Evaluation: Excellent</b>		
<p><b>NIF Priority</b> Placing the human rights and needs of every child and young person at the centre of education Improvement in skills and sustained, positive school leaver destinations for all young people</p>	<p><b>School Priorities</b> Curricular participation and engagement Self-evaluation for self-improvement Leadership Pupil participation &amp; parental engagement</p>	
<p><b>NIF Driver(s)</b> School leadership Teacher professionalism School improvement</p>	<p><b>Local Improvement Plan – Expected Outcome / Impact</b> Empowerment and leadership Pedagogy and Learning</p>	
<p><b>Progress, Impact and Outcomes</b></p> <p>All stakeholders are committed to our ambitious and shared vision to grow mighty oaks from little acorns. The increased expectation is evidenced by improvements in attainment, achievements and increase in positive destinations. We have very strong attainment data in all key areas and a pattern of improved positive destinations. For example, our percentage of initial leavers destinations is in line with the ERC percentage, and above the Virtual Comparator for the first time in 3 years. There has been an increase in the number of extra-curricular clubs and pupil participation in these, with a freshers fayre held early in the new academic year promoting almost 100 different extra-curricular experiences for all young people.</p> <p>We are recognised for our commitment to promoting rights and celebrating diversity. Rights education is clear and explicit in most lessons, as well as a focal point in every year group assembly throughout the year. This has enabled the school to be awarded UNCRC Gold status in June 2023. UNCRC Rights are regularly shared with all year groups through assemblies.</p> <p>Our values of Respect, Ambition and Kindness reflect our context and ensure strong and positive relationships are at the heart of our school community to create a sense of belonging. Young people regularly demonstrate living our values in all aspects of school life as evidenced by the celebrations of achievement at year group assemblies, Williamwood Awards, and on X. All stakeholders were actively involved in reviewing our aims in session 2021-22, with our new values launched in August 2022. A sense of identity has been established through the house system, which involved pupils in every year group involved in a consultation to name the 8 houses. Regular house assemblies are now in place recognising achievements and success in academic, extra-curricular and school value-based activities. House rewards are decided on by the pupils giving further evidence of the pupil voice being embedded in our values.</p> <p>All staff express a clear understanding of our context and are using our vision, values and aims in their daily practice using PROACTIVE. The staff voice was clear in staff focus groups in March 2024 and in the recent review of our school improvement plan, where all faculties agreed that a culture of empowerment and leadership exists across all faculties and that there are an increased number of opportunities afforded to young people to have their say.</p> <p>Middle leaders meet on a weekly basis to discuss and agree on strategic plans for continuous improvement, and collegiate activities are a regular forum for staff to work with colleagues from across the school. There are lots of opportunities for staff to lead change through the OTI programme and school improvement networks, and staff feedback across all faculties see these leadership opportunities as a real positive, as seen in our analysis of the school improvement plan.</p> <p>Pupils and staff were involved in consultations to create a shared vision and values. Staff are confident in talking about the values and expressing the vision of the school. The values are known and recognised by all staff and pupils, as can be seen in visits to classrooms, focus groups with staff, focus groups with parents, and in everyday activities including pupils reorganising the ‘street’ area after break and lunch.</p>		



### **Next Steps**

The school improvement plan is entering the third of a three year improvement cycle. Through a whole school evaluation of the 2023/24 improvement plan, all departments state that there are significant opportunities in leading and participating in change across the school. The next steps require a greater focus on gathering evidence of impact from the opportunities. Furthermore, it is clear that the school is developing a wealth of experience in learning, teaching and assessment through the CLPL on offer, but more work is required to ensure all staff feel supported and confident in utilising a range of teaching strategies.

The school improvement plan will be streamlined in its actions, allowing all staff to see how they will play an essential role in enhancing the aims of everyone achieving, everyone attaining through excellent experiences.



<b>How good is the quality of care and education we offer?</b>	
<b>(2.2, 2.3, 2.4, 2.5)</b>	
<b>Evaluation: Very Good</b>	
<b>NIF Priority</b> Improvement in attainment Closing the attainment gap Improvement in children's HWB Improvement in skills and sustained, positive school leaver destinations for all young people	<b>School Priorities</b> Curriculum, learning, teaching, and assessment Wellbeing, equality and inclusion Curricular participation and engagement
<b>NIF Driver(s)</b> Parental engagement Assessment of children's progress	<b>Local Improvement Plan – Expected Outcome / Impact</b> Social Justice and Wellbeing Pedagogy and Learning
<b>Progress, Impact and Outcomes</b> <p>There is clarity amongst almost all staff in the school's aim of developing the four capacities, and this is brought to life through the school's vision of "Mighty Oaks from Little Acorns Grow". All departments have been involved in adapting the overall S1-6 curriculum, as can be seen through focus groups, curricular information evenings and new curricular opportunities. Most members of staff are able to talk about the specific school contexts that provide the basis for building a range of curricular pathways, and are confident in looking outwards for further opportunities to benefit young people. The blended learning approach during S3 is promoted across the school, as can be seen through improved resources in tracking attainment which demonstrate differentiated assessment approaches for learners in almost all departments. Some subjects are now moving to an earlier completion date of BGE 4th level to allow further time to develop the knowledge, understanding and skills required in National Qualifications. Further impact of curricular developments can be seen in the school's breadth and depth of qualifications compared to our Virtual Comparator.</p> <p>There is clear evidence of departments developing their curriculum, in line with the new Bronze, Silver, Gold model of recognising movement through BGE levels. Classroom visits show a range of adapted resources that enable pupils to see where they are in their learning, where they are going, and how to get there. Courses have been adapted to allow for conversations on BGE levels, and pupils are becoming increasingly aware of their level, as can be seen through focus groups, 1-1 learner conversations, classroom visits, and reporting to parents. There are a range of opportunities now built into the S2 course choice to allow for pupils to undertake skills based courses, including Photography, Skills for Work, Modern Languages, and Life Sciences, whilst the school also offers the opportunity for 9 or 10 National 5 courses for pupils who require further challenge in their learning. The school is now moving from the language of 'alternative' curriculum to 'appropriate' curriculum. This language is currently utilised by some members of staff in focus group settings.</p> <p>Significant work has been undertaken in the past year with regards to every teacher understanding their responsibilities in literacy, numeracy, and health and wellbeing. This is evidenced through a number of Collegiate Activities being devoted to these areas of whole-school responsibility. Furthermore, almost all staff are able to articulate their own role in these three areas, as can be seen in focus groups held throughout the year. The school sets high aspirational targets for all leavers to attain level 5 literacy and numeracy, and the data continues to show large increases year on year in both areas. Furthermore, evidence of the importance placed on these areas can be seen in the rigorous analysis carried out by both PT Literacy and PT Numeracy, and the adaptations they have made to their courses to ensure the opportunity for success for all young people. Health and Wellbeing of both pupils and staff has become a significant area of focus in the past year, and this is seen in the wide range of opportunities on offer for all young people in both physical and mental wellbeing. Furthermore, it is clear that the Pupil Support team are developing increased awareness of both their role and the responsibility of all through a range of workshop based activities, including a cluster event, inset presentations, and, significantly, an open invitation to all staff to join the Joint Support Meetings throughout the year.</p> <p>The school is in the process of consulting stakeholders on skills for learning, life and work, in particular, the use of metaskills. Pupils have recently worked on 3 lessons provided by SDS and have been consulted to provide feedback to SDS for further improvements and developments. Leaders of Learning have been involved in a metaskills workshop to gauge their awareness of 12 identified skills and how these could be incorporated into their learning experiences. Further work is to be carried out in this, as 1-1 conversations and focus groups currently show a lack of confidence in pupils articulating their skills. However, the S3 skills masterclasses in May enable all S3 pupils to attend a series of skills-based</p>	



workshops with a wide range of partners including lawyers, makeup artists, financial consultants, and sports professionals, as well as our own members of staff who have specific skills they would like to share with the young people. Feedback from the external agencies is positive and shows a willingness to develop further links with the school. Pupil feedback is positive overall, with suggestions for future masterclasses acted upon wherever possible. The school also promotes a work experience week in January each year for S4. This incorporates a SQA Level 5 Work Placement qualification, built into the school's PSHE programme. More flexible and bespoke career placements and volunteering opportunities are in place for a few young people to develop their skills including Barista, bee-keeping, Forest School, nursery placements etc.

The Williamwood community prides itself on being PROACTIVE and working in partnership with all stakeholders to provide highly effective Learning, Teaching and Assessment which meets the needs of all learners. We create courses and learning pathways appropriate to the needs and interests of all our young people. Our vision for Learning, Teaching and Assessment is rooted in our principles of PROACTIVE, which all members of the Williamwood community worked collaboratively to create.

Learning, Teaching and Assessment is a key priority of all practitioners across the Williamwood community. In addition, staff representatives from across the Williamwood community are involved in the Learning and Teaching School Improvement Network, working in collaboration with our S1-S6 Leaders of Learning. We continue to strive to meet the needs of all of our learners and close the attainment gap between the most and least disadvantaged young people by ensuring that teachers become more effective through improved knowledge and understanding of high quality learning and teaching. In addition to high quality learning and teaching, assessment, moderation, tracking and monitoring are robust and rigorous, resulting in detailed analysis of all data which enables targeted interventions.

All staff have clarity in driving forward the school's ambition to provide all young people with the highest quality learning experiences. We have developed streamlined Faculty Improvement Plans focusing on Excellent Experiences, and all our teaching is underpinned by our shared school value of ambition. We are ambitious for our learners and ambitious in taking our professional capacity to the highest level.

Significant work has been undertaken over the last year to build staff capacity in adaptive teaching, with a view to increasing learner engagement. There is clarity amongst all staff about the importance of adaptive teaching in engaging learners. All staff participated in an INSET day focusing on practical tips for adaptive teaching. All departments have been involved in creating challenge corners and enable tables, aided by the OTI graduates within each department. There is a Learning and Teaching insert in the weekly whole school bulletin, where further professional reading on adaptive teaching is signposted and images of challenge corners in various departments are shared.

Pupil voice plays a significant role in enhancing and leading learning and teaching. There are 10 Leaders of Learning across every year group and 10 Leaders of Change in the current S6 year group. The Leaders of Change liaised with staff and created their own version of PROACTIVE, detailing the qualities required of a good learner. This is now displayed in all teaching spaces across the school. Several pupils are undergoing CLD training to conduct learning visits alongside staff. They also lead focus groups and questionnaires as part of departmental quality assurance. All pupils within the VSE focus group communicated the purpose of their learning, including being able to articulate the skills involved.

Pupils experience a range of different learning opportunities within the classroom and beyond, including the John Muir Award, the Youth Philanthropy Initiative, and the Heritage Heroes Award.

Over 40 teachers have completed the OTI Programme, and another two cohorts will undertake this training in September. Classroom visits show a range of strategies on display, for example: 3 Before Me; clear Learning Intentions and Success Criteria shared with learners; pupil feedback and learner conversations; and effective use of starters, plenaries and retrieval practice. All staff have access to the OTI showcase presentations and there is a Google Drive of resources and templates that staff can access. OTI expertise is shared via the Learning and Teaching section in the HT bulletin, which highlights examples of these resources being utilised effectively from across the school. OTI graduates are visible in the school via posters on their door and an OTI badge, so that staff know who to approach for support in particular areas.

Through focus group discussions it is clear that almost all staff have a clear understanding of our PROACTIVE methodology and how to apply this in the classroom. This was also evident through staff observation feedback during the VSE visit where PROACTIVE was clearly displayed. Learning visits by our staff and external partners highlighted that all





staff have a strong understanding of what makes effective learning and teaching, and almost all staff demonstrate high-quality questioning strategies to challenge and include all learners.

All staff have regular opportunities to engage in professional learning to further develop their learning and teaching strategies and there is a positive culture of sharing good practice within our school community. This is evidenced through the majority of staff participating in cross-curricular Learning Trios to share good practice and facilitate professional dialogue. Feedback was based on the PROACTIVE toolkit and led by the teacher who was observed. Staff reported that seeing learning in different contexts has been beneficial to their own professional journey.

The school has undertaken considerable development work in the use of effective assessment strategies over the course of the year. Through a series of PTC meetings, principal teachers worked on the West Partnership Assessment and Moderation toolkit, aided by experienced teachers who had utilised this model previously. Furthermore, all teachers developed their understanding of different methods of assessment through a series of collegiate activities. Through effective planning from PTCs, all departments have a consistent model for moderation. Pupils have spoken of a range of assessment strategies being utilised across the school, as well as how much they like the school's Bronze-Silver-Gold method of reporting progress through the BGE. Young people are confident in articulating their current level of progress and speak positively of the different classroom displays and jotter inserts that help them to identify their next steps.

All pupils are now tracked in the BGE through recording of their level and Bronze, Silver, Gold in SEEMIS at 3 points in the year. Principal teachers are informed of working levels at reporting times, along with data referring to effort and behaviour. This has enabled the school to produce data focused on equity, gender, EAL and attendance, which has then been utilised to provide classroom, department, or whole school interventions. Focus groups have demonstrated that almost all staff are confident in using whole school data, however there are areas of improvement still required: for example, there is greater accessing and understanding of Senior Phase data than BGE data. Significant work has been carried out by the Principal Teachers of Data and PEF in promoting the use of data in the removal of barriers to learning for all young people, as well as emphasising the use of data in knowing our particular attainment gaps. Impact can be seen through our rigorous data gathering and analysis, and further work will now be carried out focusing on high impact interventions and learning from colleagues across the school who exemplify areas of good practice.

At Williamwood High School we provide a safe, welcoming and supportive learning environment. We have high expectations of all young people and we celebrate the diverse talents, abilities and achievements of our community. Staff are well-informed and skilled in meeting young people's needs; communication and information sharing is effective and timely; and we strive to ensure there are no limits imposed on our young people's potential.

Our clear system of sharing information specific to young people's learning, mental health, friendships, medical and other relevant details serves to increase staff knowledge and confidence in providing high quality universal support. Regular reviews working in partnership with parents, carers and young people ensures all information is kept up to date. Learner conversations ensure ASN support is tailored and gives pupils ownership of the provision. All staff are expected to provide clear feedback through learner conversations, with pupil feedback showing that almost all staff provide regular, meaningful feedback with clear next steps.

All staff have had the opportunity to engage in a CLPL opportunity of attending Joint Support Team meetings. This has increased staff knowledge and understanding of the vast range of partnerships and support available to our young people. Staff feedback stated that almost all staff benefited from this opportunity and that they have a greater understanding of the challenges that young people may be facing beyond the classroom. Case conferences are offered throughout the academic session to allow good practice to be shared and for staff to work collegiately to get it right for all young people.

All staff are aware of their legal responsibility to maintain accurate records of attendance. There is a whole school approach to increasing staff confidence in monitoring and challenging attendance and timekeeping, with staff working collegiately to ensure the best outcomes for all young people.

There is clarity in the policy and staff expectations for the implementation of Additional Assessment Arrangements. This session an AAA podcast was trialled to support staff with their role and responsibilities regarding AAA. SfL staff conduct two pupil conversations, pre- and post-prelim, to ensure pupils are clear about their AAA for the final examinations.





A wide range of targeted interventions are offered and tailored to meet the needs of young people each session. Interventions include programmes such as Keeping it Calm, EBSA, Wellbeing Mentoring, Living Life to the Full, Headstrong, and creative curriculum options focusing on life skills (e.g. Barista opportunities). Interventions are monitored, tracked and reviewed with next steps considered and shared. Evidence through attendance and participation shows that almost all young people engaging in one or more interventions have improved outcomes. SfL staff have implemented a social skills training programme to support young people with a diagnosis of ASC, ADHD or an established language and communication need. Feedback has shown improved outcomes for the young people targeted. Furthermore, through early and reliable assessment information, the need for further literacy interventions for some pupils was identified. Read and Write Inc. and Fresh Start were implemented to support learners with a reading age of 9.6 or below and to improve the literacy skills of EAL learners. Impact so far has been positive with all learners showing improvement.

Transitions are a prominent focus within the school. Staff know pupils well, due to the variety of information provided by cluster primaries and the data available when pupils are transitioning throughout high school. Young people are at the centre of planning, with their voices being heard and valued through frequent opportunities to discuss their learning with a key adult. Almost all staff know and respond well to the individual needs of young people, with knowledge based on prior learning and clear next steps shared. This can be seen in lessons and in discussion with young people and staff. Our cluster transition program includes subject and whole school learning events, such as S6 young stem leaders visiting primaries, P7 Maths day for all young people, a cluster Christmas dance, and P2 visits to the Art & Design department. Groups of young people also attend the primary schools through sports leadership opportunities. Feedback from young people tells us that they have found the transitions events supportive in preparing them for their transition to high school and allows our little acorns to feel like mighty oaks before they even start at Williamwood.

Planning through partnership between Primaries and WWHS Support for Learning (SfL) informs an extensive enhanced transitions process across the cluster. SfL staff attend P6 ASN reviews with identified young people who have barriers to their learning. These young people then attend planned visits and tours of the school. Feedback from parents/carers and pupils shows positive outcomes for all in transitioning from primary to secondary school. Prior to visits, parents and carers are invited to engage in a dyslexia support workshop delivered by SFL staff, with feedback stating that all stakeholders feel reassured about targeted strategies to support ASN being in place.

### **Next Steps**

Through consulting with pupils at all stages, it is clear that pupils are engaging with the range of opportunities on offer. The next step is to further embed skills for learning, life and work through a structured Developing the Young Workforce plan. This will encompass work with partners and external agencies who will bring a new and exciting relevance to the learning that takes place in the classroom. Furthermore, the school will undertake a programme of developing a skills framework in line with the SDS Skills 4.0 metaskills. This will incorporate further staff, pupil and parent consultation to ensure we develop a model that works for our school community. Work has already started in this area through liaising with SDS in a pilot curricular project as part of the S2 PSHE programme, with feedback provided by the pupils for SDS.

The majority of staff incorporate challenge to target the most able learners. However, there is an opportunity to develop strategies to further engage and challenge all learners. The work of the OTI graduates will be promoted to colleagues throughout the school through a range of CLPL activities, collegiate activities, and the development of a learning and teaching toolkit containing strategies to be accessed by all teachers.

A significant amount of work has been carried out in relation to assessment and feedback to pupils. Our VSE team identified that staff should be provided with more opportunities to engage with best practice, and to allow time for effective strategies to be embedded, including the school's PROACTIVE method of learning and teaching. Furthermore, a common approach to learner conversations will be developed in the coming year, following feedback from the VSE team who met with groups of young people to discuss their experiences.

Methods of tracking the impact of interventions and new systems for sharing information are being explored. This will allow for more data-based evidence and interventions to be tracked per young person. Systems are being refined to create a 'one stop shop' for ASN information. This will enable ease of access to information and all staff will be trained on how to utilise it. PTCs are currently working with departments to ensure that staff are able to access and use the information effectively. CLPL will be offered during collegiate activities focussed on pupil wellbeing and development.



How good are we at ensuring the best possible outcomes for all our children / learners? (3.1, 3.2)	
Evaluation: Excellent	
<b>NIF Priority</b> Improvement in attainment Closing the attainment gap Improvement in children's HWB Improvement in skills and sustained, positive school leaver destinations for all young people	<b>School Priorities</b> Curriculum, learning, teaching, and assessment Wellbeing, equality and inclusion
<b>NIF Driver(s)</b> School improvement Performance information	<b>Local Improvement Plan – Expected Outcome / Impact</b> Attainment, Achievement and Progress Social Justice and Wellbeing
<b>Progress, Impact and Outcomes</b> <p>Williamwood High School strives to develop and maintain an inclusive and nurturing community. We embrace equality and diversity in all aspects of school life. The school's values are Respect, Ambition and Kindness, and these are intrinsically linked to the concepts of wellbeing, equality and inclusion. We make it explicit that all staff and pupils have the right to feel healthy, happy and safe in school.</p> <p>We recognise that developing a culture that is accepting and understanding of diversity in all its forms is integral to preparing our young people to be responsible citizens within a multi-cultural society. We aim to educate all young people about the diverse range of lives and identities in society. We involve all stakeholders in the development of inclusive approaches, and ensure that quality learning and teaching is coupled with an awareness of equalities and diversity. We work with a range of partners, and recognise personal achievements within and out with the school.</p> <p>We promote positive mental health and wellbeing for every member staff and all young people through nurturing relationships and the promotion of a positive establishment ethos. We pursue this aim using a range of universal, targeted and intensive approaches to meet the needs of all young people.</p> <p>Relationships are consistently evaluated as a key strength within the Williamwood Community. Staff and partners have created an environment where young people feel listened to and cared for. All young people involved in focus groups stated that they have an adult within the Williamwood community that they can go to for support. This enables pupils to feel secure in their ability to discuss personal and sensitive aspects of their lives.</p> <p>As a Gold Rights Respecting School, learners also know and understand their rights. Almost all pupils are able to articulate how the Children's Rights Charter is embedded throughout the curriculum and can give specific curricular examples of where children's rights are discussed, learned and lived.</p> <p>Almost all young people are knowledgeable about equalities and inclusion. Evaluations and Health &amp; Wellbeing Questionnaires evidence that young people can articulate their views, knowledge, and understanding of inclusion, and can share their views around the wellbeing indicators. S1-6 pupil questionnaires, focus groups and pupil support meetings demonstrate that the majority of pupils feel safe, healthy, achieving, nurtured, active, respected, responsible and included. A highlight of our recent VSE was that all staff and pupils consulted agree that all Williamwood staff care for and have the same goals for young people to flourish into mighty oaks.</p> <p>Our school vision and values align with promoting the mental health and wellbeing of everyone within the school community. This is evident through our diagnostic self-assessment, and through a range of staff and pupil focus groups and questionnaires. As we work towards the Carnegie Award for Mental Health, a highlight of the year has been the increasing number of opportunities available for all staff to focus on their own wellbeing. Almost all staff have evaluated these as being very helpful and most staff feel valued and supported. Health and Wellbeing signposting for staff, pupils and parents is now in place through notice boards and the school website.</p>	



All staff have undertaken CLPL in relation to meeting the needs of learners, and almost all staff are aware of the vast range of bespoke interventions in place for young people beyond the classroom. Pupil voice is central to the programme of tailored interventions offered beyond the classroom. Feedback shows that almost all young people who have engaged with bespoke interventions have made positive progress. All members of the support team have also engaged in a looking outwards programme to share best practice. Staff from across and out with ERC have visited us to look at our provisions in wellbeing, equality and inclusion, and feedback on our practice has been rated as excellent.

Feedback from staff and from family engagement throughout the year shows improved knowledge and understanding of issues surrounding wellbeing. Our family learning event "Help I've Got a Teenager" saw over 100 parents/carers attend, with 93.3% agreeing/strongly agreeing that the sessions increased their confidence in supporting their young people. As key stakeholders, families have also been targeted for enhanced wellbeing support through various parental engagement events including P7 equity groups, S2 options and S1 Health and Wellbeing. As a result of this knowledge-sharing and partnership work, evaluations show that almost all benefited from the sessions and feel better equipped to support their young people.

Robust strategies are in place to ensure equity across all learners, regardless of demographic, both academically and emotionally. A large number of our young people benefit from a safe, nurturing environment within our extra-curricular clubs and a wide range of mental health support is made available to all pupils. Currently, 39 members of staff are wellbeing mentors, a programme where staff and learners are able to discuss challenges in the young person's life and develop resilience. Furthermore 30 staff are mental health first aid trained, 10 staff offer support through our Keeping It Calm (KIC) programme and 10 staff are trained in Mentors against Violence Protection (MVP). We challenge discrimination and this year the majority of staff have been trained on a whole school approach to tackling gender-based violence, Equally Safe in Schools. In the introductory stages of this programme, most pupils in S2, S4 and S6 have completed a questionnaire to share their views.

We have rigorous procedures in place which ensure inclusion and equality, allowing us to meet the needs of all learners. This in turn ensures improved outcomes for all young people. Pupil support staff hold yearly 'check & connects' with their year group and Learning Support staff hold ASN pupil interviews to discuss assessment arrangements. During recent focus groups, it was clear that learners feel listened to and know how to seek support when required.

Effective support strategies are in place, such as our 'Are you Oaky' initiative, our breakfast club, provision of Chromebooks and our food bank. These are inclusive of all young people and are accessible to all. Most young people in the school (84%) feel supported to do their best in their learning. There is an increase in attendance for the following groups:

- FSM pupils (between session 2022 and 2023, increase from 85.38% to 87.41%)
- Quintile 1+2 (SIMD 1 – 4) (8.85% increase from 89.7% to 98.55%)
- Quintile 2 (SIMD 3 and 4) (2.33% increase from 88.66% to 90.99%; 60+ pupils)

In pupil focus groups, most young people displayed knowledge about equalities and inclusion and could identify various curricular areas where this is promoted, including PSHE. Through questionnaires they also recognised when they are given the opportunity to be involved in decision making with regards to their wellbeing.

The above evidence shows that all young people have the opportunity to be involved in making decisions about their wellbeing, their life, and their future.

At Williamwood High School we pride ourselves on working with all our young people to develop their skills for learning, life and work. We provide a wide range of experiences throughout the school and our wider cluster to ensure our young people have the opportunities to become Successful Learners, Confident Individuals, Responsible Citizens, and Effective Contributors. Through strategic planning from transitions, through BGE, and into the Senior Phase, we strive to ensure all young people have the opportunities, resources and staff expertise to be respectful and kind in their daily lives, as well as being ambitious for themselves in both their academic successes and wider achievements.



Attainment levels in literacy and numeracy is a central feature of the school's priorities for raising attainment. All staff are aware that literacy and numeracy is the responsibility of all, and have attended whole school collegiate activities focusing on these skills. Co-creation of work is carried out across the cluster in these areas, ensuring that learners make very good progress from their prior levels of attainment. The percentage of pupils attaining literacy and numeracy at Level 5 is consistently very high, and has risen steadily from 92.07% in 2021, to 93.51% in 2022 and 94.72% in 2023. We continually exceed our virtual comparator at this level, and our aim is to have all pupils leave school with a Level 5 literacy and numeracy.

Almost all curricular areas have raised attainment and or maintained consistently high standards. Almost all teachers are confident in using an appropriate and varied range of assessments and their knowledge of standards to make accurate professional judgements. All departments have a robust tracking system in place in addition to contributing to whole school tracking from S1-S6. All staff were involved in the development of a new approach to articulating BGE levels as Bronze, Silver and Gold.

All teachers make use of departmental and whole school tracking data to identify any pupils requiring interventions, and PTDs meet with all principal teachers to highlight strengths and areas for improvement. We could see that in S2 FME pupils performed less well than their peers. In S1 we identified that ASN pupils performed less well than those without an identified ASN. Following BGE reports there is robust analysis of individual, departmental and whole school attainment across all levels. Attainment meetings in the senior phase allow opportunities to discuss pupils' potential attainment and alternative pathways. These approaches facilitate the implementation of targeted interventions.

Outstanding pupil achievements are formally recognised and celebrated through the Convener's Achievement Awards, the Diana Awards, and Williamwood annual awards ceremonies. Our S3 and S4 pupils have the opportunity to be involved in the Duke of Edinburgh programme at Bronze and Silver levels. In the 2021/22 academic year, 111 of our young people passed Bronze level and 61 passed Silver. In 2022/23, there were 95 passes at Bronze level and 52 at Silver. For the 2023/24 academic year, we currently have 98 young people taking part in Bronze and 79 in Silver.

All young people have the opportunity to engage in celebrating wider achievement, taking on responsibility for the photography and publicity of school events and preparing pieces for the school website and 'X'. Curriculum for Excellence capacities are successfully developed through a programme of community service, charitable work including YPI, work experience, residential courses, educational trips abroad, enterprise events, and within our extensive extracurricular programme, clubs, and activities. All young people have access to a wide range of extracurricular activities. There are over 70 clubs that pupils can be involved in, each one free of charge. Since the introduction of extracurricular attendance tracking in January, our extracurricular clubs have been attended over 700 times.

The Williamwood Awards have been a successful way of recognising both young people and staff for their demonstration of our school values. Since their introduction in February 2024, we have had 471 nominations, of which 357 different young people have been nominated. Overall, we have had 9 different winners of the awards, with 2 of the 9 young people from the Communication Support Service Unit. We have also had 115 staff nominations, of which 81 different staff members have been nominated. In our pupil focus group, all young people said they enjoy the Williamwood Awards and that it has had an impact on how they look to embody our school values. Parental feedback has been very positive: "We believe the idea of the Williamwood Awards is a worthy one, as it gives the school the opportunity to recognise the achievements of pupils who may otherwise struggle to feature in the school's 'traditional' academic awards. This award gave 'Pupil Y' a huge sense of achievement and pride at a time when he is making vital decisions about his career and future."

In 2023-24, Williamwood High School achieved a multitude of whole school awards such as Eco-Schools, Rights Respecting School (Gold), LGBT Youth Scotland Charter (Bronze), School of Sport (Gold), and SCQF Ambassador Award (Bronze). Many outstanding individual and team achievements were seen in physical education and sport, performing arts, science, mathematics and engineering, and art and design. These have been shared in departmental and whole school newsletters. Pupils' achievements (including achievements unconnected with school) were celebrated on plasma screens, on the school website, on 'X', and through year and house group assemblies at which achievement is a standing agenda item. Our young people's achievements have also been shared with all stakeholders through departmental and whole school newsletters.



All subject departments have introduced achievement policies detailing ways in which pupil success is celebrated. This is reflected in the departmental pages of the school website. Departmental staff regularly attend pupil assemblies to publicise pupils' achievements. The 'colours system' continues to flourish, and includes achievement badges in sports, performing arts, science, and mathematics, as well as full and half-colour ties in sports and performing arts. In each department, pupils' achievements are recognised through Pupil of the Week/Month. Our young people's achievements are also recognised through celebration certificates and postcards that are sent home. For excellent achievements, pupils can also be rewarded with badges, pencils, pens, and keyrings to highlight their academic and wider successes.

Pupil participation, successes and achievements are presented in whole school events such as the Steam Fair, September Showcase, Drama Showcase, Williamwood Dance Show, Junior Masterchef, Young Musician of the Year, and more. All young people have access to be involved in our extensive wider achievement programme. Young people have the opportunity to be involved in a vast number of leadership roles which include School Captains, School Deputes, Senior House Leaders (15), Junior House Leaders (15), Department Reps (104), Young Leaders of Learning (40), and Young Leaders of Change (10).

Where barriers to participation occur across extracurricular activities and awards, interventions such as providing PE kits and resources are in place through collaboration with the Principal Teacher of PEF and the whole school referral system. This is evident through the introduction of our 'Everything OAK-Y' initiative to provide young people with uniforms, stationery, toiletries, house items, ICT, and any additional requirements.

All young people, staff, and parents/guardians have the opportunity to share and inform the school about all wider achievements on year group and house group Google Classrooms.

We run multiple events to recognise and celebrate the hard work of all of our young people. At the end of the 2021/2022 academic year, our new House System was launched. Since the introduction of the House System, all young people who have taken part in focus groups have recognised the importance of the House System in creating a sense of belonging within the school. Since the beginning of the academic session, the majority of young people (62.6%) received a house token for demonstrating good practice or displaying our school values. By the end of the academic year, young people made a wider contribution to 'living the values' as most young people (87.2%) have now received a house token. This contributes to the wider effort of collaborating with their peers to become end-of-year house champions; and in parental and pupil focus groups, it was shared that tokens have been well received by our young people.

### **Next steps**

Significant work has taken place to develop the S1-S3 PSHE curriculum. Focus will now turn to the senior phase PSHE curriculum to improve outcomes and experiences for all.

Wellbeing will be tracked three times per academic session through PSHE and 'HWB check & connect' meetings. Alongside this, work will be undertaken by the relevant teams to develop increased confidence in young people discussing mental health with their peers.

Further opportunities to gain accredited awards will be sought to further promote and share the pride we have in all young people. This will also ensure continued scrutiny across the whole school in removing barriers to learning for all young people. A significant part of this work will come in showcasing the systems used across the school in identifying the learning needs of young people, and ensuring all staff utilise these systems accordingly.





**What is our capacity for continuous improvement?**

There is a very strong capacity for the school to improve to become excellent in all elements of our practice. There is a drive and understanding of collegiate collaboration leading to whole school improvement to ultimately improve outcomes for all learners.

**National Improvement Framework Quality Indicators**

Quality indicator	School self-evaluation	Inspection evaluation
1.3 Leadership of change	Excellent	
2.3 Learning, teaching and assessment	Very Good	
3.1 Ensuring wellbeing, equity and inclusion	Excellent	
3.2 Securing progress / Raising attainment and achievement	Very Good	

**School Improvement Priorities 2024-2025**

The main areas of improvement from the school's 2024/25 improvement plan are as follows:

**CURRICULUM, LEARNING, TEACHING, AND ASSESSMENT**

- Improved attainment across all levels
- Increased clarity and evidence of impact in targeted interventions

**Self-evaluation for self-improvement**

- Looking inwards, outwards and forwards to develop clarity in where we are going and how we will get there through evidence based evaluation

**Leadership**

- All staff provided with opportunities to lead an area of school improvement and integrate with our model of change

**Pupil participation and parental engagement**

- Increased opportunities for pupils to participate in leadership opportunities
- Increased clarity and collaboration with parents

**Curricular participation and engagement**

- An inclusive curriculum that promotes skills for learning, life and work to ensure leavers enter into positive, sustainable destinations

**Wellbeing, equality and inclusion**

- Improved outcomes for all learners
- A positive culture of wellbeing, equality and inclusion across the school community

PEF Plan for 2024-25 is detailed in a separate specific plan.