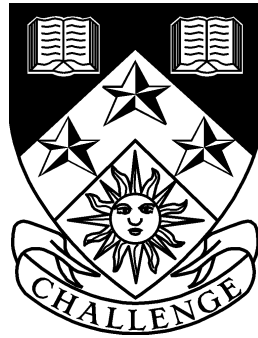


Midlothian Education and Communities Division

Newbattle Community High School



Standards and Quality Report

Session 2015 – 2016

Newbattle Community High School Standards and Quality Report For Session 2015/2016

Background Information

This report is offered as a summary of standards and quality achieved during session 2015/16. It builds on the continuing progress of previous sessions and recognises the considerable effort, way and beyond the call of duty that staff, pupils, parents and members of the community made on behalf of the school.

Newbattle Community High School was opened in 1969 as a six year comprehensive and serves the communities of Mayfield, Easthouses, Newtongrange, Gorebridge and surrounding areas. When the school was last inspected by HMIE inspectors in as part of a national sample of secondary education it gained a very favourable report. As a result, the inspection team was able to change its focus during the inspection to help the school plan to improve even more. HMIE stated that they would make no further visits in connection with this inspection. Particular strengths of the school were highlighted as follows:

- The strong ethos and positive relationships between most young people and staff
- Staff commitment to young people's wellbeing
- The headteacher's strong leadership in seeking to transform young people's life opportunities through higher achievement
- Staff's determination to be innovative to improve learning and to provide rich and varied opportunities for young people to achieve.
- The range, nature and impact of high-quality partnership working.

In May 2015 & 2016 the school participated in a Validated Self Evaluation with officers of Midlothian Council and a Headteacher from another council area. Again the excellent progress and work being undertaken across a wide range of areas related to ensuring our pupils enter a positive destination on leaving school and our approaching to supporting pupils was highlighted and praised. The school roll in December 2015 was 865; year group details were as follows:

First Year	150	Second Year	152	Third Year	165
Fourth Year	184	Fifth Year	149	Sixth Year	65

The school's percentage of Free Meals Equivalent (FME) rating at **Feb 2015** was **20%**

The school had a devolved budget of £3,626,395, which was managed by the Headteacher in consultation with the Parent Council, and staff of the school. The school was staffed by 73 FTE teachers, 6 instructors and an expanding group of support staff, some of whom worked for only part of the week in Newbattle.

Newbattle became one of Scotland's first Schools of Ambition and continues to consolidate a programme to further develop leadership skills in all staff and pupils, strengthen provision of the wider arts and sport in the school curriculum and further develop pupil support arrangements.

The school works closely with the Midlothian Locality Team (East) in providing Coordinated Services for Young People, working closely with social services, community education, health and other agencies. It liaises with the local community and the primary schools. Through this involvement the school has been active in a range of initiatives, which aim to add value to pupils' experience of school, while helping them and their families to participate more fully in learning and involvement with their community.

There is a very supportive Parent Forum and Parent Council and an association involving parents, staff and former pupils known as 'Friends of Newbattle' who are strengthening links with the schools' community.

Our Vision

'Newbattle Community High School will become a centre of excellence delivering successful learners, confident individuals, responsible citizens and effective contributors. We will be recognised by all as a centre of high quality lifelong learning. All pupils will demonstrate positive self-esteem, confidence, high aspirations and ambition to achieve their full potential.'

Our Core Values

Trust
Responsibility

Respect
Humour

Perseverance
Focus

Our Aims

'Newbattle Community High School aims to provide education of an assured quality within a caring community in which all individuals are actively encouraged to develop their full potential.'

To achieve this Newbattle Community High School will:

- Offer a curriculum, which is broad, balanced, differentiated and challenging.
- Encourage students to do their best in all they attempt by providing a stimulating relevant curriculum and appropriate teaching methods.
- Strive to maintain a highly trained, committed and approachable staff.
- Provide an attractive, healthy, happy and safe working environment for students and staff.
- Recognise and value achievements of all types and at all levels.
- Work to provide equality of opportunity for all members of the school community.
- Expect all members of the school community to show respect for each other and for their environment.
- Operate a firm, fair system of discipline and encourage students to develop self-discipline.
- Promote quality management and good communication at all levels.
- Encourage parents to support and participate in the life and purpose of the school.
- Develop and maintain active links with associated primaries and the community.

Progress in Priorities in the 2015 – 16 School Improvement Plan

- Third model of Senior Phase introduced ensuring that pupil entitlements were delivered. Plans for the establishment of new curricular pathways for pupils in the Senior Phase to be created. (Q.I.s 5.1 The Curriculum & 1.1 Improvements in performance, 1.2 Fulfilment of statutory duties, 2.1 Learners' experiences, 5.2 Teaching for effective learning, & 5.3 Meeting learning needs) – **all targets met**
- Improved attainment and achievement through the implementation of National Qualifications at level 3, 4 and 5, new tracking and monitoring procedures and the implementation of whole school literacy/numeracy strategies. (Q.I.s 1.1 Improvement in performance & 5.1 The Curriculum) - **all targets met**
- Improve learners' experiences by using improved methods of feedback and adopting visible learning techniques. Improving pupils' health and well being, literacy, numeracy (including STEM) and ICT skills. (Q.I.s 2.1 Learners' experiences & 5.3 Meeting learners' needs and 5.4 assessment is for learning) – **most targets met**
- Increase the number of pupils entering a positive destination on leaving school through strengthening partnerships with pupils, parents and the community. (Q.I.s 1.1 Improvements in performance, Learners' experiences, 4.2 the school's success in working with and engaging with the wider community & 5.8 Equality and Fairness. – **all targets met**
- Implement new procedures for dealing with bullying incidents – (Q.I.s 2.2 The school's success in involving parents, carers and families. & 5.7 Partnerships with learners and parents - **no targets met**
- Ensure staff have an understanding of start to implement recommendations within the document Scotland's Young Workforce and improve in school programmes. – (Q.I.s 2.1 Learners' experiences and 5.3 Meeting Learning needs) – **all targets met**
- Improve conditions for learning by establishing plans for the move to our new building. Also to develop policies and procedures which will be in operation in our new school building. Q.I.s 4.1 The school's success in working with and engaging with the local community, 8.3 Management and use of space for resources community. **all targets met**
- Improve opportunities for leadership roles for staff at all levels in preparation for the implementation for career long professional learning. Q.I. s 9.3 Developing people and partnerships & 9.4 Leadership of Improvement and change - **almost all targets met**
- Improve self evaluation processes. Q.I.s 5.9 Improvement through self-evaluation & 7.3 Staff development and review - **all targets met**

Audit – How Evidence Was Gathered

The school continues to make use of the ‘Quality Indicators’, which appear in the 2007 edition of How Good, Is Our School – The Journey to Excellence Part 3. During the 2015-16 session staff, parents and pupils trialled the new 4th edition of How Good is Our School in evaluating key areas of our work and establishing priorities for our School Improvement Plan for 2016-19.

The guidelines provided stress the importance of conducting an annual audit, which involves all staff, in order to establish how well the school is performing in relation to our aims. This was carried out using HMIE Quality Indicators and in-house documentation to facilitate data collection and analysis. The revised scoring system used was based on the six levels of performance set out in HMIE Circular of August 2005.

6 =	Excellent	5 =	Very Good
4 =	Good	3 =	Adequate
2 =	Weak	1 =	Unsatisfactory

The audit involved a range of approaches:

- Two whole school consultation sessions focussed on how we could improve the life chances of our young people and in particular how we could close the attainment gap. The views of staff, pupils, parents and partners were taken on board throughout.
- The Board of Management and Board of Studies examined key Quality Indicators focussing on closing the attainment gap.
- We identified priority areas taking account of school, local authority and national developments.
- Negotiations were carried out with the school’s Balance Time Committee to establish a new structure for our Whole School Collegiate Time groups who will be tasked with taking forward some of the identified priorities for improvement in 2016-19.

It should be noted that the school was working on the third year of overtaking targets contained in a three-year improvement plan covering the sessions 2013-2016. Our involvement in the Schools of Ambition programme and the associated Transformational Plan has proved to be a very successful strategy for building capacity and continuing to build on the momentum for transformational change.

What Outcomes Have We Achieved?

Key Performance Outcomes

Quality Indicator 1.1 Improvements in Performance

The overall quality of improvement in performance is **good** overall.

How do we know?

Broad General Education

The School continues to undertake an extensive range of well-targeted initiatives to raise attainment across the Broad General Education phase. Our Literacy and Numeracy groups are working with subjects across the school to put coherent approaches in place to improve pupils' skills. In literacy, by the end of S3 the majority (66%) of learners were reading within level 3 or above and almost half of the year group (47%) were writing within level 3 or above. For girls, (81%) were reading at level 3 or above and (74%) were writing at level 3 or above. For boys, (54%) were reading at level 3 or above and (44%) were writing at level 3 or above. Boys' attainment still lags girls' in literacy and this continues to be a key area for focus during the current session. Overall, writing still follows international trends by lagging behind reading and further focus is required on teaching and learning approaches which can address this gap.

A very small number of pupils have not achieved second level in reading and writing by the end of S3 and this is indicative of specific needs and support being required for learners as they progress through the Senior Phase.

By the end of S3 in Numeracy (61%) of pupils have achieved at least third level, with (14%) having achieved fourth level. A minority of pupils have not achieved second level by the end of S3 and are on specific programmes to improve attainment. The number of boys and girls attaining third and fourth levels in Numeracy are reasonably matched. However far more boys than girls have not started work on third level by the end of S3.

Senior Phase

Attainment this year continues an improving trend that has been sustained over the last five years. Results at S4 for the lowest 20% and Middle 60% attainment cohorts have continued to improve significantly. Results for the highest attaining 20% of pupils in S4, continues to show an improving trend over time and are now at their highest level in the history of the school. The greatest improvement has been in the attainment of the highest performing 20% of S5. Despite this, further increasing the attainment at S5 remains a major target.

To the credit of our English and Maths departments nearly all pupils achieved SCQF level 3 qualifications in Maths and English with the vast majority of pupils gaining passes in five or more subjects at this level although we believe with a targeted approach this figure could be higher.

Performance in Literacy and Numeracy has improved at N5 level for S4 and S5 and compares favourably with our virtual comparator school. The recent improving trend in the number of pupils achieving at least one, three and five Highers showed further improvement.

Other contributing factors:

- High quality teaching and learning across all subjects
- An annual Raising Attainment Strategy Calendar is followed
- Close review of Statistical data from the Senior Phase benchmarking tool; Insight
- In-service training on SQA Course arrangements.
- Advice and guidance on Assessment of Units in NQs to encourage combined and portfolio approaches.
- Pupil assembly programme linked to exam preparation and building awareness of their importance
- National Qualifications fully implemented up to N5 and the development of New Higher Courses.
- Vocational options provide an alternative pathway to Further Education, Modern Apprenticeships and employment.
- Provision of a departmental whole school attainment folder which provides shared assessment information
- Get in the Zone target setting workshops
- Parent Power Plus sessions aimed at parents to support their children prepare for exams
- Access to SEEMIS to assist in target setting and course syllabus understanding
- Senior Prep, departmental study clubs and Easter Revision courses all mounted over the session
- Immersion days introduced across all subjects to provide intensive revision in the period prior to SQA examinations
- Approach to target setting, tracking and monitoring provides accuracy and consistency across departments
- Assertive mentoring linked to tracking results and targeted at under achieving pupils in the senior phase
- Increased Frequency and accuracy of Tracking Reports provide more regular communication with parents and rich data for Assertive Mentoring meetings

A full Statistical Summary Report is held by Midlothian Council Education, Communities and Economy Division.

A summary of national examination results follows on the next page:

Summary of National Examination Results

Standards of Attainment over Time - National Qualifications

Figures relate to the percentage of the relevant year groups.

Stage	Measure	2014	2015	2016
By the end of S6	1 + @ level 7 or better	9	3	1
	5+ at level 6 or better	16	9	13
	3 + @ level 6 or better	26	21	23
	1 + @ level 6 or better	39	38	37
	5+ @ level 5 or better	40	39	36
	5+ @ level 4 or better	71	73	75
	5 + @ level 3 or better	82	86	89
	Eng & Math @ level 3 or better	100	98	96
By end S5	5+ @ level 5 or better	32	31	43
	1 + @ level 6 or better	27	27	40
	3 + @ level 6 or better	8	15	16
	5 + @ level 6 or better	1	5	5
By end S4	5+ @ level 5 or better	19	27	34
	5+ @ level 4 or better	66	75	76
	5+ @ level 3 or better	88	86	83
	English @ level 3 or better	91	98	98
	Maths @ level 3 or better	93	99	99

For Information: Scottish Credit and Qualifications Framework (SCQF) levels:

Level 7 – Advanced Higher

Level 4 – N4, Int. 1 at A-C; S. Grade at 3-4

Level 6 – Higher at A-C

Level 3 – N3, Access 3 Cluster; S. Grade 5-6

Level 5 – N5 (A-C), Int. 2 at A-C; S. Grade at 1-2

Broad General Education – English & Maths

S3

Jun 14 Jun 15

		English						Maths	
		Reading		Writing		List&Talk		Number	
		Jun15	Jun16	Jun15	Jun16	Jun15	Jun16	Jun15	Jun16
Fourth	Secure	5%	18%	8%	14%	16%	18%	23%	14%
Fourth	Consolidate							25%	46%
Fourth	Developing								
Third	Secure	56%	49%	39%	42%	51%	50%	13%	1%
Third	Consolidate								2%
Third	Developing							24%	16%
Second	Secure	26%	34%	30%	42%	43%	32%	12%	2%
Second	Consolidate			16%		17%			4%
Second	Developing			6%		9%		1%	12%
First	Secure	12%	1%	1%	1%	1%	1%	1%	
First	Consolidate					1%			1%
First	Developing								1%

School Leaver Destinations (Percentage figures) – awaiting 2016 figures

	2013	2014	2015
Full time Higher Education	13	18	15
Full time Further Education	32	24	23
Training	8	15	7
Employment	31	31	36
Activity agreements	2	3	10
Voluntary work	1	1	1
Unknown destinations	N/A	N/A	N/
Positive Destinations	85	90	92

Attendance levels (expressed as percentages)

	2014	2015	2016
Percentage Attendance	89.30	86.93	87.58
Percentage authorised absences	7.03	7.60	7.10
Percentage unauthorised absences	3.25	5.51	5.10

Pupil Exclusions – Category (actual numbers)

	2014	2015	2016
Number of pupils excluded	56	54	65
Number of incidents	152	128	105

Staying on Rates (expressed as percentages)

	2014	2015	2016
S5 September	77	84	85
S5 January	62	63	67
S6 September	42	40	60

Our Next Steps for Improvement

- The school has made a successful bid to the Scottish Attainment Challenge Innovation Fund. Our project aim is to improve attainment in literacy and numeracy within the Broad General Education by focussing on key areas of reading/writing, number and number processes, measure and data handling.
- The quality of learning and teaching will continue to improve across all classes by extending the good practice which has already been developed. All subjects are trialling, evaluating and embedding approaches involving improving feedback and engagement. Within subjects, Learning Rounds are allowing colleagues to share improvements. The school is benefiting from the Midlothian emphasis on Visible Learning as we continue to prioritise improving learning. Our Teaching and Learning Advisory Group is leading in this area. Staff are being encouraged to take responsibility for their own career long professional learning and to engage fully with the Standards and Professional Enquiry. Active Learning, AifL techniques, Cooperative Learning and improved approaches to providing effective Feedback are all initiatives which have been implemented and are being consolidated within the working practice of the school
- The further implementation of the National Qualifications and the development of more flexible approaches to learning and teaching will lead to improved attainment through the progression from unit by unit to combined and portfolio methods of assessment.
- The increased frequency of tracking and reporting will improve the rate and quality of formal feedback for pupils, parents and support staff. Added to this the development of an assertive mentoring programme which will target support will enable a more dynamic and proactive response to underachievement.
- A more collaborative approach to professional development amongst the teaching staff will be adopted through the use of Learning Rounds and Professional Enquiry
Implementing new Highers and Advanced Higher courses.

Quality Indicator 5.5 Expectations and promoting achievement

The overall quality of expectations and promoting achievement is very **good** overall.

How do we know?

- Ten point pledge delivered for most pupils.
- High performances in National, Lothian and Midlothian Football Leagues and cup competitions for over 120 boys, with pupils regularly playing for the National & Midlothian's representative teams culminating in gaining the Scottish School's Football Association School of the Year in 2016.
- High performances in National and Lothian competitions for boys and girls in Basketball, Netball, Hockey, Swimming, Diving, Golf, Badminton, Bowls, Taekwondo and Athletics
- Successful participation in the Lothian Young Enterprise scheme

- Art work selected for the ‘Scottish Qualifications Authority National Exhibition’
- Involvement in the Grounds for Awareness project – renovating the quadrangle
- Mounting and performing in high quality musical events culminating this session in ‘Musical Legends’ performing musical tributes to musicians past and present
- Ruby Recordings CD Launch and a variety of concerts
- Pupils regularly involved in charity work most recently in the organisation of a 10K Sponsored Walk and Cycle in memory of former pupil Peter Ashton with a substantial sum being donated to a variety of children’s cancer charities
- Pupils organised and participated in a fundraising Rock Show
- Pupils were interviewed for a Learning and Teaching Scotland video on Pupil Leadership
- Pupils gained a range of Vocational awards through participating in our Preparing for a Working Future courses
- In the National Maths Challenge our pupils won 9 bronze awards, we also participated in the Lothian Maths Challenge
- Global Citizenship – a Newbattle Video made by staff and pupils was premiered at the Scottish Parliament
- Participation in the annual Midlothian Music Festival and associated band, ensemble and choir rehearsals and concerts put on throughout the year
- Pupils gained the Natural Connections Outdoor Learning Award at Level 2
- Ten pupils gained recognition by qualifying for the Midlothian Schools IKEA Design competition with first prize in Product Design Higher going to one of the pupils
- Gained National recognition for our participation in the SKY Sports for Living programme including pupil and staff appearances on SKY and BBC television
- SFA School of Football operating successfully for three year groups of 18 boys and girls
- Pupils participated in a Pupil Voice training event in preparation for 2014-15 involvement in this important school group
- Music performances from a variety of orchestras, ensembles, jazz band and our pop choir including two performances in New York
- A group of S1 pupils were the first to graduate from the Children’s University in association with Queen Margaret University

Our Next Steps for Improvement

- Implement a new recording system which clearly summarizes individual and whole school achievement.
- Build into Personal and Social Education Programmes formal opportunities to record and celebrate wider achievement
- Consolidating the 10 Point Pledge, introduce the Newbattle Award for those that achieve it

Q.I. 6.3 Planning for improvement - Impact of the School Improvement Plan

The overall impact of the school improvement plan is very **good** overall.

How do we know?

- High quality School Improvement Plan
- High quality Standards and Quality report linked to How Good is Our School 3 in place with extensive evaluative work carried out during the 2015-16 session using How Good is Our School 4.
- Successful involvement in the School Improvement Partnership Programme involving Newbattle working closely with St David's H.S. and Knox Academy
- Whole School Collegiate Time working groups involve all staff, make good use of available time and deliver.
- Progress in implementing priorities in School Improvement Plan is monitored closely and shows a high success rate of implementation and impact.
- Self – evaluation procedures demonstrate considerable improvement across improvement plan priorities.
- External evaluations carried out by HMIE, Scottish Government staff linked to Schools of Ambition Team and Midlothian Council's Quality Assurance Team all demonstrate continuous improvement and highlight capacity for further improvement.
- Attainment and Achievement data continue to show improving trends in most areas.
- Parent interviews and Parent Council feedback recognise school improvement.
- Pupil interviews and Pupil Voice feedback recognise school improvement.
- Whole school survey of pupil, parent and staff views carried out using external provider
- Management Information System (SEEMIS) & DFL data base information gives immediate access to data showing significant improvement across some of the hard indicators

Our Next Steps for Improvement

- Carry out return whole school survey of pupil, parent and staff views using external provider to measure school improvement and impact of improvement plans and act on results.

How Well Do We Meet The Needs Of Our Community?

Impact on Learners, Parents, Carers and Families

Quality Indicator 2.1 Learners' experiences

The overall quality of learners' experiences is **good** overall.

Successful Learners

- Learning Rounds allow Subjects to share good practice and improvements to learning.
- Focus on feedback helping pupils and teachers to improve learning: feedback by teachers to pupils, feedback from pupils and their work to teachers and feedback from pupil to pupil

- Pupil Voice fosters equality, fairness and respect
- Parents and members of the community talk about the increased opportunities available to all pupils via stakeholders' focus groups
- ASG Numeracy initiative, fully supported by the Newbattle Mathematics Dept. has focussed on improving the mathematical skills of our future pupils.
- Our English Dept is working closely with our ASG developing staff skills in moderation of Reading and Writing.
- Target setting and tracking procedures in place
- A full range of courses for all abilities and social circumstances
- Parent Plus and Get in the Zone workshops

Confident Individuals

- Peak Performance fosters distributed leadership through staff and pupil involvement
- Prefect system encourages pupils to take on roles of responsibility
- Wide range of extra-curricular activities on offer with high pupil uptake
- Displays of work throughout the school celebrates success
- 1000 x 1000 exhibition values the work of all members of the school community
- Compulsory dress code recognises the varying levels of maturity, functions and roles of the different year groups
- Corporate identity of pupils and staff participating in our Sporting Academies
- Wide range of Vocational & Enterprise activities construction skills, hairdressing, hospitality, Young Enterprise etc.
- Mentoring schemes for a wide age range of pupils

Effective Contributors

- Participation in Pupil Voice
- S3 Monitors
- Strengthening contribution of Social and Vocational Skills courses
- Peak Performance Contribution – Back to the Eighties Musical, Fashion Show, Day of Dance
- Buddy system
- Paired reading
- Participation in the Youth and Philanthropy Initiative (Scotland) researching and awareness of local charities
- Business mentoring programme
- Enable bus
- Youth and Philanthropy Initiative (Scotland) presentations

Responsible Citizens

- Extensive work on discrimination culminating in an exhibition for parents and members of the community
- Health Promoting Schools bronze award gained, working towards silver accreditation
- ECO School bronze award gained
- Involvement with Mercy Corps, developed links with East Timor and Khanya Lesedi Secondary School in South Africa
- Work Experience opportunities for all S4 pupils and some S5/6
- Successful completion of Working with Others courses
- Participation in the Youth and Philanthropy Initiative (Scotland) researching and awareness of local charities

Pupil Leadership Development

- Pupil Voice / Executive Pupil Council
- Homeroom Linking (S5&S6 supporting S1 & S2)
- Paired Reading Programme
- S5 and S6 Prefects
- Senior Prefects including Head Boy & Girl, Deputes & House Captains
- S3 Monitors (Assist during Study Leave)
- Prom Committee
- Yearbook Committee
- Young Enterprise involvement
- Senior Pupil Social Committee (Raising funds for Prom and Yearbook)
- Sports coaching and leadership opportunities through; Young Ambassadors, LEAD 2014, SKY Sports for Living and BBC Inspire
- Peak Performance (Self-organisation, Working with Others, Leadership of Peers, Supporting the work of the teacher, Contributing to a greater whole)
- Charities Committee
- Library Assistants
- Assembly Presentations to year groups
- Visitors' Guides during events
- P7 Open Evening Guides
- S1 Guides helping P7s during transition days
- Parents' Evening Helpers
- Music Tour round Associated Primary schools
- Inter House competitions
- Referees for extra-curricular sports events
- Organisation of Newbattle 'X-Factor' talent competition
- Organisation of 'Nittens Got Talent' community talent show
- Sport & Recreation pupils teaching PE to primary pupils
- Organisation of Holocaust evening
- Input to formulation of school Core Values through workshops involving all pupils
- Columba 1400 experience
- Sci-Fun Road show (S6 leading groups of S2)
- Ongoing corridor supervision, managed by Senior Prefects

- ‘Business Experience’ entrepreneurship training for S6
- Duke of Edinburgh bronze, silver and gold award scheme in operation for Senior Phase pupils

Areas for Improvement

- Implement fully new approaches to tracking, monitoring and target setting
- Sustain improvements to mentoring scheme
- Further develop the role of the Homeroom Teacher

Quality Indicator 2.2 The School’s Success in Involving Parents, Carers and Families

The school’s success in involving parents, carers and families is **very good**.

How do we know?

- Extensive survey carried out on parents’ views on the school
- Significant increase in the number of parents attending parents’ evenings
- Active involvement through the Parent Forum and Parent Council
- Friends of Newbattle continue to run a range of events which includes the wider community and raises significant funds for use by the school.
- High attendance of parents, friends and members of the community at school events e.g. concerts, dance competition, fashion shows, 1000x1000 display of work and other exhibitions.
- Parents supportive of Homeroom Teachers and Guidance Staff interventions
- Parental support displayed at re-admission meetings
- Primary transition programme, all aspects very well supported by parents
- Recent Fast Track Graduation ceremony – 100% of pupils represented

Areas for improvement

- Increase the number of opportunities for staff to meet and work with parents
- Increase parental engagement in children’s homework, linking to Primary School policies
- Increase involvement of parents in target setting process
- Increase pupil participation in the Children’s University programme encouraging learning out of school

Quality Indicator 3.1 The Engagement of Staff in The Life of The School

The engagement in the life and work of the school is **excellent**.

How do we know?

- All staff actively involved in Whole School Collegiate Time working groups & committees
- Attractive, celebratory and informative displays in classrooms and corridors
- Wide range of staff delivering in-service courses & sharing good practice

- Positive impact of Teaching and Learning Advisory Group to improve teaching and learning
- Support For Learning – department rep. system fosters the approach that all teachers have responsibility for supporting learning
- In-house Scottish Qualifications Authority training programme ensures all staff have an understanding of assessment arrangements
- Twilight in-service courses run by school staff and external providers well supported
- In-service days well planned and organised with positive evaluations from staff
- Active learning widely adopted across the school
- Extensive links with partner agencies
- High levels of staff assist with supervision during breaks, detention, study support clubs and senior prep
- Extensive range of extra-curricular activities
- Large number of staff involved in taking pupils on residential educational visits both in this country and abroad
- Well supported suspended timetable
- Active charities and fund raising committee
- Values for Life + Discipline for Learning = Success; introduction of a model for whole school involvement
- Succession planning model encourages career development
- Distributed leadership well developed
- Well supported Professional Review and Development with high buy in from staff.
- Staff social and welfare committee gain good support for a wide range of events and gatherings
- Strong Team working – teaching and non teaching staff work well together often delivering way and above the call of duty

Areas for improvement

- Maintaining opportunities and funding to allow staff to feel well supported
- Continued implementation of Health and Wellbeing outcomes and plan for further improvements
- Continue to develop skills in literacy and numeracy across the school

Impact on the Community

Quality Indicators 4.1/4.2 The School's Success in Working With and Engaging with the Local and Wider Community

The school's success in working with and engaging with the local and wider community is **very good**.

- Reported improved perception of the school by the community
- Involvement with a wide range of community organisations
- Developing links with business – 'Reaching out to Business' meeting
- Strong links with the McSence Community Business a social enterprise in our community
- Participation in Mayfield, Newtongrange and Gorebridge Gala Days
- Active 'Friends of Newbattle' organisation
- Links with Mayfield, Newtongrange and Gorebridge Community Council
- Annual involvement in Remembrance Day Parade
- Close links with elected members; Member of Parliament, Member of the Scottish Parliament and Midlothian Councillors
- Visits from Minister for Education and Minister for Sport
- Twice yearly publication of 'Newbattle News' a high quality magazine distributed to all parents and widely across the community. (won national recognition).
- Regular hosts to visitors from abroad, most recently from two teachers one from Zambia and the other from Uganda as part of a British Council link, students from China and staff and pupils from a school in France. Staff involved in reciprocal visits to South Africa and Zambia.
- Strong links with Newtongrange Silver Band
- Strong links with the University of Edinburgh – S2 University Week, developing links with Queen Margaret University and the South East of Scotland Academies
- Active involvement in the Lothian Equal Access Programme for Schools (LEAPS) programme aimed at increasing participation in Higher Education
- Comenius involvement – links with schools in Holland, Germany, Poland, Italy and Turkey
- Senior staff regularly involved in sharing good practice about our Schools of Ambition involvement through presentations at national conferences and events
- School of Football working closely with the Scottish Football Association
- Musical performances given in local old people's homes
- Social and Vocational Skills group won opportunity to be the guard of honour to the Scottish Rugby team at a full international at Murrayfield
- Participation in Midlothian's Business Experience, Design Competition, Music Concert and Athletics Championship
- Staff assist the work of HMIe, University of Edinburgh/Moray House, Scottish Qualifications Authority and Midlothian Council Subject Leaders and Development work
- Link established through the British Council and Sports Trust initiative Dreams and Teams with a South African region and school.
- Strong links with Heart of Midlothian F.C. through the Kick Start programme.
- Productive links with SKY Sports and their Living for Sport programme

- *Areas for improvement*

- Continue to extend business links
- Continue to increase involvement in the Gorebridge and Middleton Communities

How Good Is the Education We Provide?/ Delivery of Education

Quality Indicator 5.1 The Curriculum

The overall quality of the curriculum is **very good**.

How do we know?

- Full range of National Qualification Courses available at National 1 – 5, Higher and some Advanced Highers
- Broad General Education English/Maths courses designed to respond to diverse needs
- Skills agenda implemented across all curricular areas.
- Wide range of vocational courses delivered in house and in partnership with Edinburgh College, Midlothian Training Services and McSence to S3-S6 students
- Peak Performance – S2, S5 & S6 work together on a range of cross curricular activities and projects
- Cross cutting themes delivered English/Art – literacy project, Art/CDT key fob, English/Home Ec. & Bus. Ed – cookie challenge, Home Ec & Mod. Lang. – French Cafe P.E. & RMPS – Rome Trip, Biology & RMPS, Soc & Voc projects link Bus. Ed. Geog. Home Ec. Tech. & P.E and finally RMPS/Biology – stem cell research/evolution, Science Technology Engineering & Mathematics (STEM) initiatives in place
- Sports and Art Academies allow for early specialisation
- S3 Enterprise Challenge
- P7 Transition Programme – workshops across a range of departments, Fast Track programme in English, Maths and Science
- Extensive use of ICT in the curriculum
- Dance and Drama successfully introduced
- Skills for Work Courses; Sport and Recreation, Creative Industries
- Psychology N5 approval application in place
- Academies programme in partnership with QMU and Heriot Watt providing direct access to courses in university.

Areas for improvement

- Improve the delivery of literacy and numeracy across the curriculum
- Increase opportunities for interdisciplinary learning
- Introduce wider range of qualifications which deliver employability skills
- Improve the flexibility of curricular pathways combining academic and vocational courses
- Extend the opportunities for wider achievement within the curriculum
- Increase the flexibility within the curriculum structure to enable combinations of subjects to be studied which maximise the achievement of students
- Increase and enhance links with partners in private, public and third sector.

- Increase and develop links and partnership working with FE colleges and universities in the delivery of wider curricular options

Quality Indicator 5.2 Teaching for Effective Learning

The overall quality of teaching for effective learning is **very good**.

How do we know?

The Teaching and Learning Advisory Group continue to have a strong influence on daily practice. Last session staff focussed on improving learning through approaches around feedback and engagement, within the context of Visible Learning. Over the session subjects have been trialling, evaluating through Learning Rounds and embedding these approaches. Discussions with staff and pupils, together with observation of learning rounds confirm that:

- All teaching staff are using customised diaries to assist in keeping high quality records and planning
- A wider range of Learning and Teaching approaches, which emphasise feedback and pupil engagement, are being used across the school
- More effective feedback is given to learners
- There is an increased focus on identifying next steps in learning and closing the gap
- There is an increased level of learner engagement
- Faculties are giving more consideration to the progression in their subjects
- The use and effectiveness of questioning has improved
- Pupils are taking more responsibility for their learning
- Staff are sharing effective practice and there is an increased level of professional dialogue
- Some staff are using co-operative learning approaches
- There are some good examples of collaborative planning between departments and interdisciplinary learning
- Assessment for Learning practices are widely used
- Peer and self assessment are regularly used
- Teachers techniques in giving pupils feedback/ closing the gap comments is improving
- There has been a positive effect from the influence of the Values for Life + Discipline for Learning policy on classroom ethos for learning
- Interactive Smartboard technology is being used in all classrooms
- The excellent Associated Schools' Group conference on Active Learning has resulted in key principles being followed through to lesson delivery

Areas for improvement

- Continue to link feedback to monitoring and tracking procedures
- Increase the accuracy of Scottish Qualifications Authority estimates
- Build on positive interactions between teacher and pupil to encourage growth mindsets
- Increase the use of success criteria as part of lessons
- Increase use of active learning and formative assessment strategies to improve feedback and engagement

- Increase opportunities for self and peer assessment by pupils
- Subjects to continue to trial, evaluate and embed approaches to improve learning and feedback and engagement
- Develop approaches to evaluate improvements to learning using quantifiable evidence
- Develop further the language for learning particularly relating to feedback, learning intentions and success criteria

Quality Indicator 5.3 Meeting Learning Needs

The overall quality of meeting learning needs is **good**.

How do we know

- Differentiation and setting in place where necessary S1/2 Maths/English programme of integrated learning
- Individual Education Plans in place
- Positive Behaviour Learning Officers continue to have a positive impact on pupils in danger of entering a negative destination on leaving school
- Wide range of vocational courses delivered in-house and in partnership with Edinburgh College, McSence and Midlothian Training Services to S4-S6 students
- Fast Track programme in English, Maths and Science operating in P7, S1 and S2
- A range of Support for Learning programmes e.g. Paired Reading
- Comprehensive Support for Learning confidential notes for all staff detailing strategies and targets for each pupil
- House minutes published fortnightly detailing concerns and actions
- Guidance & Support for Learning facts and figures
- P7 Transition Programme – ‘Pathfinders Groups’ aid transition for the most vulnerable pupils; P7 transitions concerns meetings, visits to primary schools by Guidance Staff to gather information
- Active ‘Over 12 Forum’, 16+ Forum and ‘Pupil Support Group’ harnesses inter agency assistance for pupils most in the need of support
- Building Your Future introduced to S4 pupils not sitting external examinations with full time 6 week courses in Hospitality, Health & Social Care, Sport & Recreation, Construction and Hospitality delivered
- Engagement with a wide variety of external courses for identified pupils e.g. Ruts, Rural Skills, Fairbridge, Bridges Project, Prince’s Trust, conflict resolution etc.
- Pupil centred planning meetings with identified action plans taking place for a small group of pupils who have extreme learning and behavioural difficulties
- Enhanced support in the Learning Hub to enable pupils to gain Nat 3 English & Maths qualifications

Areas for improvement

- Further extension of differentiation of materials for less academically able pupils
- Introduce the ‘Fresh Start’ reading programme for pupils in S1 who are experiencing significant difficulty with reading
- Further develop links between the Learning Hub and subject departments to ensure that all pupils leave school with 5 awards at National 3 or above.

Quality Indicators 5.6/5.8 Equality and Fairness – Arrangements for Care, Welfare and Development of Pupils

Equality and fairness and the arrangements for the care, welfare and development of pupils are **very good**.

How do we know?

- Very effective system of pastoral care involving 3 House Groups, with continuity of House Heads, Guidance Teacher, Support for Learning Teacher and Homeroom Teacher
- Fully integrated support system
- Appointed Positive Behaviour and Learning/Positive Destinations Officers who are delivering a range of support measures to pupils with challenging behaviour
- Adoption of core values; values for life + discipline for learning = success
- Extensive differentiation of learning material across most subjects
- Fresh start programme introduced to support literacy skills of pupils with additional support needs
- Paired reading – S1 & S6 pupils also involving English teachers and Learning Assistants
- The Learning Hub – mainstream inclusion facility for a range of pupils with learning and behavioural difficulties
- Working with a very wide range of partner agencies with a special focus on the lowest performing 20%
- Active Parents Council used as key stakeholder consultation body
- Increased attendances at parents' evenings
- Pupil Voice and Executive Council gives pupils real influence in the decision making processes of the school
- Pupils with additional support needs – information and strategies communicated to staff via regular confidential bulletins
- Vocational input S3-S6, building links with community learning and development
- Anti bullying policy – PSE inserts
- Getting It Right for Every Child training delivered to all Pupil Support staff
- Child Protection training provided for all staff with updates as required
- Checks completed on all staff employed as per Midlothian Council guidelines
- Internet safety, Fire safety and Rail safety assemblies and workshops delivered by the Police and the Fire Service
- S1 Road Safety and S6 Driver Awareness plays delivered
- Procedures for responding to pupil disclosures in place and working well
- Health Promoting Schools level 1 accreditation gained, working towards level 2
- ECO Schools bronze accreditation gained
- Active involvement in Newbattle Integration Team summer programme
- Programme of fact finding visits from Guidance and Support for Learning staff to assist primary/ secondary transition process
- A mentoring programme involving teaching staff has been set up to support twenty of our most vulnerable youngsters

Areas for improvement

- Consolidate our anti bullying week to coincide with the national initiative complementing new S.E. inserts recently introduced.
- Further develop citizenship and sustainability inputs in the Senior Phase
- Implement fully Health and Wellbeing outcomes.

Quality Indicator 5.9 Improvement through Self-Evaluation

Overall, the quality of the school's self-evaluation leading to improvement is **good**.

How do we know?

- Clear whole school and departmental structures/procedures in place and carried out
- Observation of learning and teaching with quality feedback in routine operation
- Senior Management/Departmental Link system operates successfully
- All departments have a weekly meeting which reviews progress
- System of regular departmental review meetings involving Principal Teacher's Curriculum/ Headteacher/Senior Management
- All staff involved in annual review of attainment
- Whole staff consultation on priorities for year ahead
- Senior Management working day on formulating the School Improvement Plan for the year ahead
- Associated School's Group working day on formulating the School Improvement Plan for the year ahead
- High success rate in delivering identified school improvement plan priorities
- Professional Review and Development system operating successfully, clear development priorities identified and delivered
- Professional Development Planning system in place for Support Staff

Areas for improvement

- Consolidate use of revised HGIOS calendar of activities for whole school use

How Good Is Our Management

Quality Indicator 8.3 Management & Use of Resources & Space for Learning

Overall, management and use of resources and space for learning is **very good**.

How do we know?

- High quality accommodation in most areas of the school
- Refurbishments in Technical, Home Economics, Science and Mathematics
- Hairdressing salon, Recording Studio, Contact Centre' Internet Cafe and Hospitality Suite provide specialist facilities for the delivery of vocational education

- Swimming Pool and P.E. changing rooms refurbished
- Synthetic Turf Pitch complements our extensive Physical Education facilities
- Extensive ICT facilities – all specialist ICT rooms clustered in one area of the school
- New windows installed on lower ground floor improving ventilation and security
- Bright welcoming entrance complements our well maintained Main Hall (with state of the art sound system and lighting facilities) and food hall / pupil social facility
- Modern Library boasting a well appointed issue desk
- Annual programme of painting and decorating ensures classrooms and corridors are always well presented
- Extensive classroom and corridor displays celebrate pupil success and publicise school events and activities
- A highly informative and up to date web site
- 1000 x 1000 exhibition displays and celebrates the work of the school on a bi-annual basis
- Refurbishment of our Pottery area
- Extensive refurbishment of toilets; staff and pupils
- Improved furnishings and equipment in our Technical and Art departments
- All classrooms have a Smartboard, projector and laptop
- Recent purchases of sets of 20/30 i-pads for each floor of the school
- Sporting Academy clothing and related equipment e.g. dance sound system etc
- Musical instruments and related ICT software
- Improvements to our ICT facilities in Technical
- Extensive restocking of Mathematics, English and Science textbooks
- Purchase of display cabinets and free standing display boards
- Plasma Screens publicise daily schedules, celebrate success
- Central booking system in place for whole school resources
- Learning Assistants assist departments in the efficient organisation of resources freeing up time for teaching
- Staff issued with identity cards
- Door entry system and Closed Circuit Television (CCTV) system in operation
- Alarm system in operation when school is closed
- Lockers installed for pupil and public use
- Key distribution and collection system operated by Janitorial staff
- Health and Safety committee organise regular inspections
- Regular fire drills and evacuations carried out
- Playground, front entrance, corridors and social areas supervised by staff

Areas for improvement

- Liaise with builders and key council staff regarding the ongoing construction issues in delivering our new school building.
- Participate fully in the pre operational management group which is tasked with preparing for the move to the new building/centre

How Good Is Our Leadership

Quality Indicators 9.1/9.2/9.3/9.4 Leadership - Vision, Values, Aims, Direction, Developing People & Partnerships, Improvement & Change

Overall, the quality of leadership is **very good**.

How do we know?

- Senior Management and PTCs meeting monthly in a newly focussed Board of Studies leading to school improvement.
- The coaching/solution-focused approach is one which strengthens professional development across the school
- This, in turn, has enhanced the impact of Restorative Justice training provided for 30 members of staff. This approach is based on mutually establishing facts and agreeing on a solution to problems
- Heads of department in Peak Performance subject areas have delegated (supported) responsibility for planning and constructing meaningful, relevant and enjoyable learning experiences to their colleagues
- Three teachers and the HT have taken part in the Columba 1400 leadership programme in Skye
- Our whole-school collegiate working time is utilised well through a large number of working groups. Groups are split into A and B sections in order to optimise the time spent by staff on key priorities. These are chaired by promoted and non-promoted staff and even in cases where a member of the SMT is part of the group, the chairmanship of the group is almost always delegated to a colleague out with the SMT.
- Group A's are focussed on delivering Curriculum for Excellence, signifying the emphasis we place on teachers taking ownership of the shaping of this major curriculum change
- Members of our Teaching and Learning Advisory Group (TLAG) have led groups of their peers in professional development workshops. Topics cover Learning Intentions, Peer and Self Assessment, Closing the Gap Comments, Using Mini-Whiteboards in class and Developing Questioning Techniques
- A sub-group was formed within the Teaching and Learning Advisory Group which is modelled on Dylan Wiliam's 'Teacher Learning Community' approach. This was led by a non-promoted member of staff.
- Within the time constraints of busy schedules, link managers meet with Heads of Department on a monthly basis in order to engage in coaching conversations. This benefits both parties and encourages a rich sharing of views and information. Importantly, it also enhances working relationships between colleagues
- Two members of staff, one promoted (English teacher), the other non-promoted (Art teacher) led a 'Literacy across the Curriculum' project. This resulted in a good level of awareness raising amongst Heads of Department in all curricular areas and improvements in library and S1/2 rota provision
- Five members of staff in recent years were awarded the Standard for Headship
- One candidate had her work on Newbattle's 'Fastrack to Success' project and the other his work as Schools of Ambition co-ordinator identified as good practice through the Standard

- Eight unpromoted members of staff have successfully completed the Midlothian Leaders course and are leading a variety of initiatives across the school.
- Coaching In-Service for all Middle Managers run by Andy Vass

Areas for improvement

- Improve opportunities for leadership roles for staff at all levels as part of the implementation for career long professional learning.

How Good Is Our Capacity to Improve

Our capacity to improve is **excellent**.

How do we know?

- The large number of staff both promoted and un-promoted who are prepared to take on leadership roles
- Our very effective Whole School Collegiate working groups which are very innovative
- Staff prepared to lead whole school, departmental Continuous Professional Learning sessions
- Peak Performance – no shortage of group leaders across 19 different groups
- Staff volunteering to take on areas of responsibility
- Increasing numbers of internal candidates applying for promoted positions
- Large numbers of staff attending training and development courses
- Regular applicants for Scottish Qualification for Headship courses who go on to achieve the qualification – four over a five year period
- Succession planning model of career development from Newly Qualified Teacher through to Depute

Areas for improvement

- Further extend cross sector partnerships and links with other secondary schools