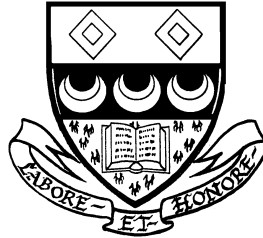


Currie Community High School



Standards & Quality Report for Session 2014-2015 A Summary for Parents

Currie Community High School
Dolphin Avenue
Currie
EH14 5RD

Head Teacher
Mrs Doreen MacKinnon MA (Hons) Dip.Ed.

0131 449 2165

admin@currie.edin.sch.uk

DON'T LIMIT YOUR CHALLENGES, CHALLENGE YOUR LIMITS

Standards & Quality Report for Session 2014-2015

“How good is our school?” is a question schools ask themselves on a regular basis. It is also the title of the document produced by Her Majesty’s Inspectorate of Education (HMIe) to assist schools in evaluating their own performance. This standards and quality report is a summary of the performance of Currie Community High School for session 2014-2015. The full Standards & Quality Report for 2014-2015 and Improvement Plan 2015-2016 can be found on the school’s website. The report has three main purposes:

- to report on the progress made by the school.
- to highlight achievements.
- to share areas for improvement in session 2015-2016.

In session 2014-2015 the entire school community engaged in a consultation exercise about the vision and values which should underpin our day to day work. The new Currie Community High School Vision and Values statement can be found on the last page of this document.

The aims of the school and the key principles underpinning the school’s ethos, its vision and values and, indeed, all aspects of the life and work of the school are:

- to create an environment within which all young people at Currie Community High School are challenged and supported to: attain qualifications at the highest level possible; to achieve their full potential through a range of opportunities for personal development; to develop skills for learning, life and work and become successful learners, confident individuals, effective contributors and responsible citizens; and move into positive and sustained destinations.
- to promote equality and inclusion; celebrate diversity; and remove barriers to learning.
- to promote Learning for Sustainability (outdoor learning, global citizenship, education for sustainable development) and Social Justice.
- to journey towards excellence for all and in all areas of the school’s life and work including learning and teaching and the curriculum.

The school focused on 5 key priorities in Session 2014-2015 to ensure that the school achieved its aims:

Priority 1 – Improvements in Performance

Strengths in 2014-2015

- S4 attainment remained very good: 95% of S4 attained 5+ level 3 qualifications; 91% of S4 attained 5+ level 4 qualifications; 48% of S4 attained 5+ level 5 qualifications.
- All young people in S4 who continued in school after Christmas 2014 attained a qualification in English and Maths.
- S4 & S5 attainment was excellent: 72% of S5 attained 1+ Higher (up 18% since 2012); 49% of S5 attained 3+ Highers (up 12% since 2012); 24% of S5 attained 5+ Highers (up 6% since 2012); 68% of S6 attained 1+ Higher (up 30% since 2012); 57% of S6 attained 3+ Highers (up 6% since 2012); 43% of S6 attained 5+ Highers (up 6% since 2012); 36% of S6 attained 1+ Advanced Higher (up 9% since 2012).
- 97.9% of leavers moved into Positive Destinations.
- Average attendance remained good at 94%.
- Pupils’ wider achievements were more effectively monitored and tracked and the first Celebrations of Achievement were very successful.
- A new Positive Behaviour Policy ‘Relationships for Learning’ was launched following consultation.

Areas for Development in Session 2015-2016

- Continue to focus on raising attainment for all and closing the attainment gap.
- Improve average attendance to 95%+.
- Ensure that all pupils engage in monitoring and tracking their own progress.
- Work closely with Primary colleagues to ensure there is sufficient breadth, challenge and application in the BGE.
- Develop the school’s work on monitoring, tracking and celebrating wider achievement.

Evaluation – Very good (Major Strengths).

Priority 2 – Learners’ Experiences

Strengths in Session 2014-2015

- Almost all pupils enjoy their lessons, understand what they are learning, how to improve and act on advice by the teachers.
- A programme of Career Long Professional Learning Opportunities for teachers has allowed teachers to reflect on and evaluate practice, share standards of excellence and significantly enhance teaching and learning.
- Pupils are actively involved in developing the school’s approaches to learning and teaching through regular evaluations.
- A focus on: Active Learning; High Quality Feedback; Effective Questioning; and ICT in Learning and Teaching, has ensured continued improvement in these areas.

Areas for Development in Session 2015-2016

- Continue to facilitate opportunities for teachers: to take responsibility for their own professional learning; to work in a collegiate way in and beyond the school; and to use ICT to ensure learners’ experiences are consistently excellent.
- Significantly enhance the effective use of ICT in Learning and Teaching.
- Find new ways to engage pupils and parents in developing excellent practice in Learning and Teaching.
- Organise a second Currie Learning Festival with a focus on sharing good practice in: skills based Learning Intentions and pupil generated Success Criteria; Questioning; Feedback; Active Learning; Differentiation; ICT in L&T.

Evaluation: Very Good (Major Strengths).

Priority 3 – The Curriculum

Strengths in session 2014-2015

- The school has a very clear rationale for the curriculum.
- Teachers successfully developed and delivered the new National 3, 4 and 5 qualifications.
- Teachers successfully developed and delivered the new Higher qualifications in Art & Design, English, Business, Design & Manufacture, Drama, English, Graphic Communication, Media, Music and Music Technology.
- Teachers continued to develop all other new Higher qualifications and all Advanced Higher qualifications for delivery in session 2015-16.
- Teachers continued to implement and revise the BGE in S1-S3.
- Some innovative, enjoyable and worthwhile deeper learning and IDL experiences including the S3 Creative Learning Project in partnership with the Lyceum Theatre, the Duke of Edinburgh Programme, S2 Carbon Capture & Climate Change and School excursions.
- Our Food for Life initiative has been recognised as sector leading at a national level.

Areas for development in Session 2015-2016

- Become a Centre of Excellence in promoting Science, Technologies, Engineering and Maths.
- Establish a Curriculum Working Group involving school staff, pupils, parents and partners to explore meaningful flexible pathways for the Senior Phase providing increased vocational opportunities, employability skills and increased school/college/university/employer partnership working.
- Continue to develop and/or review new Higher and Advanced Higher courses.
- Evaluate the success of Meaningful May and involve new S5 in developing the programme for next session.
- Thoroughly review and revise the BGE in order to ensure breadth, challenge, application, skill development and meaningful learning experiences across the 4 contexts of learning.
- Continue to develop effective cluster curriculum planning to ensure progression at the point of transition (2015-16 focus – literacy, numeracy, science and modern languages).

Evaluation – Good (Important strengths with areas for improvement).

Priority 4 – Meeting Learning Needs

Strengths in 2014-2015

- Staff were trained in Autism Awareness and Mental Health and Well-being to meet pupils' learning needs more effectively.
- Anti-bullying training for pupils has helped them develop: resilience; self-reliance; the ability to take the initiative and lead; and develop as confident individuals with a sense of physical, mental and emotional well-being.
- All information about pupils is shared at an early stage to ensure pupils' learning needs are met in classes.

Areas for Development in 2015-2016

- Work with Cluster colleagues to foster a Growth Mindset across staff and pupils.
- Provide staff training on differentiating tasks, activities and resources to meet the needs of all, including the more able.
- Provide a range of leadership opportunities for students to promote a safe, caring and inclusive ethos and positive emotional well-being (eg Mentors in Violence Prevention; Cool, Calm and Connected Peer Educators).
- Preventative, positive, partnership interventions to be trialled for pupils at risk of exclusion or not achieving their full potential.
- Increase accreditation for Wider Achievement eg Volunteering Award, Employability Award.

Evaluation: Very good (Major Strengths).

Priority 5 – Improvement through Self-Evaluation

Strengths in 2014-2015

- More planned opportunities for pupils and staff to reflect and comment on their own practice, the life and work of the school with the resulting data used effectively to improve outcomes for all.
- Some excellent Leadership Development Opportunities offered to staff and pupils.
- Embedding the whole school vision and values in the life and work of the school.

Areas for Development in 2015-2016

- Consolidate all self-evaluation activities and ensure there is a clear, consistent, shared commitment to improvement through self-evaluation across the whole school community.
- Link all leadership development opportunities to the school's overall aims, vision and values.

Evaluation: Very Good (Major Strengths).

Our Vision Statement:

‘DON'T LIMIT YOUR CHALLENGES, CHALLENGE YOUR LIMITS’.

Our Values:

Confidence

- To perform to the best of your ability
- To seize every important opportunity
- To try something new
- To accept others and yourself
- To be enthusiastic and motivated to learn

Unity

- Supportive to others
- Unified commitment to improvement
- Appreciating achievements of all kinds

Respect

- Those around you
- Differences
- Yourself
- The Environment

Responsible

- For freedom of expression
- Being safe and making good choices
- Your own actions
- For participating in the life and work of our community

Initiative

- Mistakes are okay as long as you learn from them
- Achieve your own goals through developing your own beliefs and values

Equality

- Accept all aspects of social and cultural life regardless of personal belief while developing your own beliefs and values
- Treat others as you would wish to be treated
- Show care towards those who may need help

