



***Teaching Departments
Standards & Quality
Reports***

**Science Department
Quality and Standards Report 2016-17**

Overview (classes taught, courses delivered)

| Class | Course |
|--------------|---|
| Puffins | A general Science Course with a view to stimulating an interest and basic knowledge of the subject. Some of the lessons involved Health and Wellbeing |
| Linnets | A general Science Course to build on prior knowledge that the students may have. |
| Swans | Science content towards the ASDAN Awards. |
| Canaries | SQA Higher Human Biology |
| Grebes | SQA National 4/5 Chemistry |

Planned Actions and Outcomes from 2016-17 Improvement Plan

The Science Department will continue to develop the delivery and assessment of CfE National 4,5 and Higher courses in Biology, Human Biology, Chemistry and Physics by developing Schemes of Work, lesson plans and assessments. *Ongoing*

Work with SQA to ensure our evidence for students' Additional Support Needs is collated and presented appropriately. *Achieved*

Continue to familiarise oneself with the use and application of the 'Promethean' whiteboard. *Ongoing*

The Science Department will develop it's awareness, understanding of ASD, ADHD and other disorders and develop resources and strategies to inform teaching practice. *Ongoing*

Continue to develop the use of GLOW. *Ongoing*

Continue to carry out 'Classroom visits' and 'Student Conversation' pro-formas on a regular basis to gather information about classroom effectiveness and to help promote reflective practice. *Ongoing*

Successes and Achievements

3 students completed Higher Human Biology

2 students completed National 5 Chemistry

4 students completed National 4 Chemistry

Impact on Learners

Learning in the sciences will enable students to:

- develop curiosity and understanding of the environment and my place in the living, material and physical world
- demonstrate a secure knowledge and understanding of the big ideas and concepts of the sciences
- develop skills for learning, life and work
- develop the skills of scientific inquiry and investigation using practical techniques
- develop skills in the accurate use of scientific language, formulae and equations
- apply safety measures and take necessary actions to control risk and hazards
- recognise the impact the sciences make on my life, the lives of others, the environment and on society
- recognise the role of creativity and inventiveness in the development of the sciences
- develop an understanding of the Earth's resources and the need for responsible use of them
- express opinions and make decisions on social, moral, ethical, economic and environmental issues based upon sound understanding
- develop as a scientifically-literate citizen with a lifelong interest in the sciences
- establish the foundation for more advanced learning and future careers in the sciences and the technologies.

Impact on wider life of the school

- Preparing and delivering Wednesday Assembly for the school on a rota basis
- Participating in 'Activity Week' as required.
- Involvement in the Eco-Schools Initiative.
- SQA Co-ordinator for the School
- Volunteer on DofE expeditions

**Art and Design 2016 - 2017
Quality and Standards Report**

Overview (classes taught, courses delivered)

| Class | Courses and Topics |
|---------|--|
| Linnets | <p>Curriculum for Excellence The World's Your Oyster - Investigate the art and symbolic references of different countries and countries. Choose a country of personal interest and produce a selection of related studies. Ceramic Project - Production of incised ceramic tiles using mapograph rollers Aladdin – Link with Drama Department - Production of a Magic Carpet with repeat pattern based on Arabic design using hessian backed carpet and fabric paints 3D Magic Lantern design Take a Closer Look: The Forest Floor - Production of natural weavings from personal collections of leaves, moss, twigs etc Personal projects - 3D Tardis Design Leather making techniques Printmaking based on tiger symbolism</p> |
| Grebes | <p>Butterfinger Design- Introduction to Crafts SQA Unit The World's Your Oyster – Chinese New Year - Production of printed bunting using The Year of the Rooster as inspiration The Art of Lantern Making The Worlds Your Oyster - Investigate the art and symbolic references of different countries and countries. Choose a country of personal interest and produce a selection of related studies. Produce repeat pattern printing block using symbols from chosen country Silk Painting - Production of a banner based on the Chinese signs of the zodiac Aladdin - Help with design and production of the backdrop and scenery for the school show. Card cut-out magic Lamp The Magic Carpet - whole school project hand painted carpet based on Arabic repeat pattern. A Day at the Museum -Visit to Kelvingrove and National Museum of Scotland- Photograph objects of interest and produce research drawings with a view to developing them into a finished design e.g. Jewellery, textiles, mask making etc.</p> |
| Puffins | <p>The World's Your Oyster - Investigate the art and symbolic references of different countries and countries. Choose a country of personal interest and produce a selection of related studies. Aladdin – Link with Drama Department – Production of a Magic Carpet with repeat pattern based on Arabic design using hessian backed carpet and fabric paint 3D Magic Lantern design Take a Closer Look: The Forest Floor- Production of natural weavings from personal collections of leaves, moss, twigs etc Personal projects - Star Wars Drawings/The Titanic/Model making/jewellery Design</p> |

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| Class | Courses and Topics |
|----------|--|
| Swans | <p>Butterfinger Design ASDAN Bronze Award Expressive Arts The World's Your Oyster Investigate the art and symbolic references of different countries and countries. Choose a country of personal interest and produce a selection of related studies. Aladdin – Link with Drama Department - Production of a Magic Carpet with repeat pattern based on Arabic design using hessian backed carpet and fabric paints 3D Magic Lantern design A Day at the Museum - Visit to Kelvingrove and National Museum of Scotland - Photograph objects of interest and produce research drawings with a view to developing them into a finished design e.g. Jewellery, textiles, mask making etc. Personal Project - Fabric painted Bags using Dog motif The art of the aeroplane – Linocut</p> |
| Canaries | <p>Experimental Printmaking SQA Unit The World's Your Oyster - Investigate the art and symbolic references of different countries and countries. Choose a country of personal interest and produce a selection of related studies. Produce a print suitable for wrapping paper using foam mounted on card. Produce a linocut based on country and artefacts. Aladdin – Link with Drama Department- Production of a Magic Carpet with repeat pattern based on Arabic design using hessian backed carpet and fabric paints. Mapograph Prints - Use old roller mapographs and printing ink to produce a series of prints - hand colour with Dylon dyes and photocopy into greeting cards Oil Pastel Prints 'The Seventies' - Research portraiture of stars from the seventies. Produce oil pastel and chalk litho based on your findings Silk screen Printing -Use stopping out fluid and paper stencils to experiment with the silk screen printing process.</p> |

Zentangle was introduced on Friday afternoons by visiting tutor Moira and was beneficial and therapeutic for a number of students

Improvement plan (targets and progress)

| TARGETS SET 2016-2017 | PROGRESS 2016/2017 Successes and achievements, Outcomes/attainment |
|---|--|
| The World's Your Oyster Personalise this theme – to suit all areas of the curriculum and groupings | Achieved- Successful topic- particularly- The Red Rooster themed bunting and silk painting based on Chinese Star Signs |
| Achieve outcomes for Experimental Printmaking Unit Nat5 I- Introduction to Crafts and ASDAN Bronze award in Expressive Arts Section | Completed- Sheets developed for recording students work in National units |
| Develop Ceramics within the Curriculum and make better use of the kiln | Still needs to be developed further |
| Produce a school Mural with theme The 'World's your Oyster' | Achieved - Pupils produced large silk banner using Chinese symbol - Developed Acrobatic and Silk painting technique |
| Help organize an art exhibition for schools 25 th Anniversary celebration | Postponed |
| Upgrade Art and Design image on school website | Ongoing |

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Next Steps for Improvement Plan 2017-2018

- Familiarise self with John Muir Award and work along with Miles with a view to delivering the award
- Prepare Sketchbooks with assignments and projects attached that link to The John Muir Award
- Develop Ceramics within the curriculum and make better use of the kiln. Put aside a couple of weeks where whole school takes part in ceramics project
- Work alongside Gillian on 'The Titanic' project looking at the Art Deco Design and designing fabric, models etc
- Continue to develop Therapeutic Art projects across the curriculum particularly Expressive Painting and outdoor art
- Develop Schools Growing Project - linking and team teaching with Miles, Estate team and Butterstone community
- Vegetable garden, herb and flower beds – hanging baskets etc.

Training and CPD

| | |
|-----------|--|
| 25/08/14 | ASD Training with Bill Colley |
| 26/08/14 | Tourettes Scotland Training with Mark Lincoln |
| 02/09/14 | ADHD and Foetal Alcohol Syndrome Training with Bill Colley |
| 20/11/14 | Visit to Head of Art Department in East Dumbarton to discuss Nat 5 unit and course requirements and to share good practice |
| 05/01/15 | Child Protection and Disability training |
| 05/02/15 | Framework for Autism |
| 05/05/15 | Attachment Disorder Training with Mel Elmer – The New School |
| 24/8/2015 | Child Protection Training – The New School |
| 24/8/2015 | Child Protection Online training – Perth and Kinross Council |
| 25/8/2015 | Fire Safety Training – Charlie Dobb, The New School |
| 11/1/2016 | Social Networking – The New School – Barry Nicol (Anderson Strathern) |
| 11/4/2016 | Autism Training – The New School – Bill Coley |
| 11/4/2016 | Child Protection Update – The New School |
| 11/1/2016 | CALM Training |
| 26/8/2016 | Autism Training – David Breslin |
| 28/8/2016 | Re-accreditation of CALM Training |
| 09/1/2017 | CALM update Training - Johnny Nicol and Sylvia Thorne |

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Impact on Learners

| Learners | Benefits |
|--|--|
| Participation in Art and Design activities | Sense of achievement Improvement in self esteem Therapeutic benefits Develop lifelong vocational activity Achieving National units and courses |
| Discussion of social and cultural aspects of artists and designers work | Improve pupils understanding of the world around them by discussion of the visual impact and thought processes of artist and designers work |
| Participation in outdoor art activities- snow sculpture, willow weaving , photography | Become more connected with nature Health benefits – exercise and fresh air Develop an appreciation for the outdoors Time away from technology |
| Having a stall at Christmas Show and summer show to sell Butterfinger Design Arts and Crafts | Engaging with the community Improving image of school Learning to deal with money, social interaction Learning to work as part of a team Improvement in self-esteem, self confidence Sense of achievement |
| Develop schools growing project - Vegetable Garden, herbs, flowers Invite members of Butterstone Community to take part | Develop sense of 'where our food comes from' Health Benefits Engaging with the wider community Sharing good practice |

Impact on wider life of the school

| Wider life issues | Impact on school |
|--|---|
| Community afternoons E.g. Generation Game, Fashion show, Arts and Crafts, Rocket Challenge, Paper Plane Competition, 'Call my Bluff', Easter Egg Challenge, Lantern Making, Harvest Celebration | Improves relations between staff and pupils Learn to work as part of a team where staff also participate in activity Improvement of interaction with staff and pupils in a less structured environment Good fun and laughs- helping cement friendships Promoting Team Building, turn taking |
| Visits to Cinema, Theatre, Galleries, Sculpture Parks etc. | Pupils develop an appreciation for art and life-long passion for visiting cinema, museums, art galleries, cultural events etc. Interact with the wider public and use independent |
| Volunteering at The Field Community Growing Project in Dunkeld | Raises public awareness of The New School Introduces students to members of the local community Help pupils to feel part of the wider community Pupils develop skills in growing vegetables and flowers for local consumption using organic principles |
| Evening activities | Pupils develop skills in chosen area out with structured curriculum helping to foster life- long participation in arts and crafts. |
| Lunchtime assemblies | Recognition of achievements – time to share with whole school community. Raising self-esteem and self-worth |

**Physical Education Department
Quality and Standards Report 2016/2017**

Overview (classes taught, courses delivered)

| Classes | Courses and Topics |
|----------------|--|
| Linnets | <ul style="list-style-type: none"> • ASDAN Transition Challenge, (health and fitness, indoor games, outdoor games, athletics, invasion games, nutrition and Swimming). • Curriculum for Excellence Outcomes. • ASDAN 'Keep Fit' Module. |
| Puffins | <ul style="list-style-type: none"> • ASDAN – Towards Independence – Sport Studies and Sport and Leisure Awards. • Curriculum for Excellence Outcomes. |
| Swans | <ul style="list-style-type: none"> • Curriculum for Excellence Outcomes. • ASDAN bronze award – Sport and Leisure Sections A & B (Completed and Passed). |
| Grebes | <ul style="list-style-type: none"> • Skills for Work course in Sport and Recreation National 4. |
| Canaries | |

Improvement plan (targets and progress)

| TARGETS SET 2016-2017 | PROGRESS 2016/2017 Successes and achievements, Outcomes/attainment) |
|--|--|
| To Develop the Skills for Work National 4 Course in Sport and Recreation | <ul style="list-style-type: none"> • SQA still updating Intermediate 1 course work to National 4. • Roz Rattray has updated all course work and NABS to National 4. • 2 Students have completed all 5 units and gained the Nat 4 Sport and Recreation Course). • 2 students completed 2 units. |
| To design and implement a break box in class to support students to achieve their full potential. | <ul style="list-style-type: none"> • The break box has been very successful and feedback from students has been very positive. • The National Autistic Society's feedback was also positive. |
| To benchmark other Schools for potential implementation of the National 5 course in Physical Education and to explore the resources in this subject. | <p>This particular target will be on-going. Timetable restrictions have prevented benchmarking of other facilities.</p> <p><u>Targets 2017-2018</u></p> <ul style="list-style-type: none"> • Continued Professional Development. • Education Scotland website and documents. • Networking with subject specialists in other schools. • Further negotiation with SQA around moderation and verification process for |

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| TARGETS SET 2016-2017 | PROGRESS 2016/2017 Successes and achievements, Outcomes/attainment) |
|---|---|
| | <p>TNS student work.</p> <ul style="list-style-type: none"> • Shadowing other PE teachers. • Sampling Student portfolios from other Schools. |
| To continue to provide after School Clubs for Netball, football and basketball. | <ul style="list-style-type: none"> • Netball has continued on a weekly basis. • Football has continued on a weekly basis and regular matches have been played. • Basketball has continued on a weekly basis. |
| To implement and adapt care plans into a one page document to display in students Physical Education files. | <ul style="list-style-type: none"> • The feedback from the National Autistic Society was very positive regarding the implementation of care plans into student Physical Education files. |
| To continue to develop and enhance visual aids to support students with communication. | <ul style="list-style-type: none"> • This is developed throughout the year and new visual aids are implemented throughout the Physical Education Department. The National Autistic Society's feedback was very positive. |

Next Steps for Improvement Plan 2017-2018

- To investigate other sport and leisure courses (Sports Leader Award).
- To continue to develop aspects of The New School Fitness Suite and expand current facility.
- To investigate netball courses for teachers.
- To investigate the implementation of the National 5 Course in Physical Education.
- To investigate the implementation of the National 5 Skills for Work Course in Sport and Recreation.
- To complete relevant first aid training.
- To complete CALM training.

Training

23/8/16 – Motivational Speaker on Aspergers Syndrome – David Breslin: 'Speaking Literally'.

23/8/16 – CPD – Visual Supports Document (NAS).

23/8/16 – CALM theory training – 2 day theory.

21/8/17 – CALM Physical Intervention training – 2 day practical.

Impact on Learners

| Learners | Benefits |
|--|---|
| It provides the students with the knowledge, skills and understanding of physical education through selected practical activities. | <ul style="list-style-type: none"> • Increased self-confidence. • Increased physiological benefits. • Increased physical benefits. • Feel good factor. |
| It helps them develop knowledge and understanding of the different factors that affect participation and performance. | <ul style="list-style-type: none"> • Increased participation levels. • Bringing appropriate PE kit and equipment to perform at there best. |
| It provides the learner with a platform from which they can build physical competences. | <ul style="list-style-type: none"> • Improve fitness. • Develop personal and interpersonal skills and attributes. |
| Learners develop concepts skills necessary to analyse and improve performance. | <ul style="list-style-type: none"> • Students being selected for The New School teams. (increased confidence). • Increase skill levels necessary for participation in a wide range of physical activity, sport, dance and outdoor learning. |
| It helps promote an understanding of the health benefits and risks associated with taking part in physical activity. | <ul style="list-style-type: none"> • Increased self-confidence (weight management). |
| It assists the students to understand the rules and regulations of structure and competition. | <ul style="list-style-type: none"> • Managing behaviour more effectively. • Ability to work independently and as a team, therefore creating a sense of achievement. |

Impact on wider life of the school

| Wider life issues | Impact on school |
|-------------------------------------|---|
| Community afternoons | <ul style="list-style-type: none"> • Increased pupil involvement in school activities. |
| School Trips | <ul style="list-style-type: none"> • Increased pupil involvement in school activities. |
| Football matches with other schools | <ul style="list-style-type: none"> • Referral of gifted and talented pupils to teams and clubs in the community. • School achievement in competitions and tournaments. |
| Evening activities | <ul style="list-style-type: none"> • Increased pupil involvement in school activities. |
| Sports day | <ul style="list-style-type: none"> • Increased whole school achievements and individual achievements. • Encouraging support of parents. • Increased numbers of pupils being recognised for sporting achievements. • Raised self-esteem. |

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| Wider life issues | Impact on school |
|--------------------------|--|
| Lunchtime activities | <ul style="list-style-type: none"> • Increased pupil involvement in school activities. |
| Duke of Edinburgh | <ul style="list-style-type: none"> • Fulfilling aims of the school. • School achievements |
| Vocational trips | <ul style="list-style-type: none"> • Willingness to share within school and locally. • Fulfilling aims of the school. • Assisting behaviour in school and in the community. |
| Lunchtime assemblies | <ul style="list-style-type: none"> • Increased whole school achievements and involvement. • Increased numbers of pupils being recognised for sporting achievements. |
| Morning assemblies | <ul style="list-style-type: none"> • Fulfilling aims of the school. |
| After School Clubs | <ul style="list-style-type: none"> • Increased whole school achievements and involvement. • Increased numbers of pupils being recognised for sporting achievements. |

Music Department
Quality and Standards Report 2016-2017

Overview (classes taught, courses delivered)

All classes in the school received music lessons each week. All students worked towards individual targets for their instruments negotiated together with the teacher. Individual private lessons were provided for 5 guitarists, a drummer, one bassist and two flutists.

Improvement plan (targets and progress)

- Develop performance skills for all students visiting the music room
- Find performance opportunities for all students, from playing for other students in the class, to public performances outside the school.
- Aim to run SQA music courses for more able students in the next academic year.
- A number of students will prepare for grade exams on their chosen instruments in the next academic year.

Training

No specific music training completed this year

Successes and achievements: Outcomes/attainment

- Excellent performances by many students during the year
- Impressive collaboration within band formats
- CD produced with the leavers with all of them involved in both performing, recording and producing the disc.
- Performance at WRI night at the Birnam Arts Centre.

Impact on Learners

The Music Room was again a busy place this year. It was frequented with great regularity by a good number of students, coming to practice, to play music with others or simply as a quiet(ish!) space to find refuge. Many students made good progress on their chosen instruments and spontaneous collaborations were much more common than in the past, reflecting growing confidence and ability.

Impact on wider life of the school

A number of students for whom music was not timetabled made use of the facilities, and made progress learning to play various instruments. Instruments were regularly borrowed from the department and students could frequently be seen and heard practicing and making progress.

Music again featured strongly in the school play this year, with a number of students playing and singing as part of the performance.

The school concert at Easter brought in students who would otherwise have not have performed, and gave many students a goal and a platform from which to show their skill and progress. The end of term services were also successful in this respect, connecting the dedication of over half the student body to the wider school community.

HOME ECONOMICS DEPARTMENT
QUALITY AND STANDARDS REPORT 2016-17

Overview (classes taught, courses delivered)

Linnets - Practical based short projects: Simple menu planning for a variety of situations, Foods from around the world /food miles

Swans - The prescribed challenges within the ASDAN Bronze Home Management scheme: Plan and prepare a healthy packed lunch, emergency numbers using directory and internet search, safe food storage, planning baking and decorating a celebration cake. Planning and making an item for your home or as a gift.

Puffins – study and complete the ASDAN ‘Towards Independence’ Booklet Baking: An Introduction: Hygiene/Health and Safety/Safe use of baking equipment/planning and shopping/preparing various baking recipes, both sweet and savoury/plan, design, prepare and decorate a celebration cake.

Grebes/Canaries – Completed a variety of challenges within the ASDAN short course including: Food Wise: Simple nutrition, Healthy Eating guidelines, compiling a food crossword, packaging/traffic light labelling, 5 a day campaign, and practical cookery skills.

Improvement plan (targets and progress)

As the groups will be rearranged next year I will look, in conjunction with GC and AM as to the best progression for each class.

The importance of basic cookery skills using simple, healthy and economical recipes, hygiene, health and safety, packaging, labelling and a sense of where our food comes from will be most important to give the youngsters a sound base for independent living skills.

Training

In house Arrangement and changes – CH, The New School

Talk by David Breslin – Aspergers: Attitude and Acceptance, The New School

National Autistic Accreditation - Steven Pyott, The New School

CALMS training reaccreditation – J Nicol/S Thorne, The New School

Successes and Achievements: Outcomes/Attainment/Results

- Linnets- we successfully engaged D, who continued to attend regularly, and improve his cookery skills and work method. E joined late but has engaged with the practical aspects of the subject. J although not ‘food’ inclined has completed all tasks set.
All three have improved skills and found a liking for practical kitchen work.
- Swans – we started with a large group of eight which were split into two smaller groups, one attending outdoor estate work every second week. This group diminished as the term wore on. B, C and M completed all the necessary challenges to go towards their Bronze award. J and J completed some challenges. A and J left school after a couple of challenges.
- Puffins- K, J, S Completed the ASDAN Towards Independence programme ‘Baking: An Introduction’ and were awarded their Qualification. A and J joined group and worked with the others on a ‘Healthy Eating Project’.

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- Grebes/Canaries: this group chose tasks from within the 'ASDAN Food Wise' short course. M, C, J completed a variety of challenges. S and T started a few but failed to complete them.

All pupils had 2 practical lessons a week and planned and made a selection of simple dishes to show safe use of equipment and to satisfactorily demonstrate simple techniques. The boys found this most useful for the next stage of their lives in independent living.

Impact on Learners

Swans completed a wide range challenges and assessment to gain accreditation for their Bronze ASDAN award. They also gained confidence in a variety of different areas, improving their practical skills towards independent living. They enhanced their knowledge and understanding of healthy eating. It contributed to their feel good factor and wellbeing. It also contributed to their ability to work, both independently and as part of a team, therefore creating a sense of achievement.

Puffins Through the completion of the programme all pupils have improved their knowledge and understanding of the various sections and skills. They have learned to work independently and as part of a team. Through practical kitchen work they have improved their confidence with basic cookery skills.

Linnets This group learned about routine and the importance of regular attendance, this added to their sense of working both independently and as part of a small team. They worked on tolerance to others and the concept of give and take. Through the preparation of simple recipes they honed their practical skills which in turn led to a sense of achievement.

Impact on wider life of the school

Due to the reduction in the timetable, I have had less involvement with the wider school.

- I continue to take a tutor group on Tuesday and Thursday Morning involving the delivery of instruction for day and nominated topics, checking readiness for school and appearance. Keeping pupils aware of the weekly events and diary. Looking at the menu ahead and arranging alternatives where necessary. Coordinating termly reports/student reps for council meetings/Agenda recommendations.
- Participating in 'Activity Week' on school based trips as required, involving supervision of transport and group activities across the various activity days. Preparing pupils for different experiences and how to deal with 'fluid situations'.
- Attending school outings with responsibility for named pupils according to M/C (drama, activity outings, Charity day etc).
- To try to encourage the basic aims of the Health and Wellbeing CfE outcomes around school and in everyday life. Keeping an eye on tutees eating habits, discussing the pros and cons of their daily diet.
- To participate in events with the pupils when required.
- To cover supervision duties at break and lunchtimes as per the rota.
- To help arrange and execute a variety of tasks/activities for the community afternoon on Friday.
- To cover classes for absences within the teaching staff.

**IT Department
Quality and Standards Report 2016/17**

Overview (classes taught, courses delivered)

| | |
|-----------------|---|
| Puffins | Computer skills based on the BGE, Safe Use of the Internet, Effective Search Techniques |
| Swans | Computer skills based on the 5-14 syllabus + internet search techniques, use of email and web page creation/ design, Safe Use of the Internet |
| Linnets | General introduction to programming, computer systems, Scratch programming |
| Grebes | Computing Science: National 4/5 (Year 1) |
| Canaries | Computing Science: National 5 (Year 2) and Higher |

Improvement plan (targets and progress)

Continue to develop and update Computing Science courses and materials

Develop CfE and AifL across all classes

Continue to improve security and monitoring of school network, etc.

Continue to monitor, assess and recommend software suitability for school network, classes, recreation, etc.

Continue to monitor hardware requirements and recommend improvements where cost effective and/ or necessary

Implementation of CCTV monitoring system for safety and security of personnel and premises

Training

Child Protection, CALM, First Aid

Subscription to Computer Active

Successes and achievements

Outcomes/attainment

| | |
|--------------|--|
| Birch | basic understanding of computer hardware, storage and improved internet safety |
| Larch | Improvements in search techniques, improved internet safety and effective presentation techniques |
| Pines | undertaking Software Design and Development unit of Computing Science course at Nat 4 level |
| Rowan | 2 students to complete Computing Science course at Nat 5 level and 2 students working through Information Systems Design and Development unit of the same course |

Impact on Learners

Increased ability to use Information Technology in everyday life, for problem solving and for the longer term.

Students become more aware of the dangers associated with increased use of the internet and learn to deal with them appropriately

Students take ownership of their workload as they develop and become more independent learners.

Students become more confident individuals.

Students are aware of new technologies and developments in areas of interest to them – through online research and reading IT related magazines.

Impact on wider life of the school

Internet Safety

Organised in school options for Activities Week

Sound for school drama production

Out of class involvement – football at lunch time, music, supporting students with out of school activities.

Managing school IT resources and infrastructure – make sure the school can function as a business as well as a school.

Geography Department
Quality and Standards Report 2016/2017

Overview (classes taught, courses delivered)

| Classes | Courses and Topics |
|----------------|---|
| Grebes | <ul style="list-style-type: none">• National 5 One student sat and passed |
| Canaries | <ul style="list-style-type: none">• National 6 One student sat and passed |

Improvement plan (targets and progress)

- The Geography Department will continue to develop the delivery and assessment of CfE National 4,5 and Higher Geography by developing schemes of work, lesson plans and assessments. *Ongoing*
- The Geography Department will further liaise with other departments to ensure each students Health, Wellbeing, Literacy and Numeracy are catered for. *Ongoing*
- The Geography department will explore cross curricular activities with other departments. *Ongoing*
- The Geography department will deliver a relevant and stimulating curriculum using real life examples wherever possible. *Ongoing*
- The Geography department will evaluate each lesson to ensure that all students have been included and given equal opportunity to discuss their ideas. *Ongoing*

Next Steps for Improvement Plan 2017-2018

- To complete Calm training.

Training

23/8/16 – Motivational Speaker on Aspergers Syndrome – David Breslin: ‘Speaking Literally’.

23/8/16 – CALM theory training – 2 day theory.

18/11/16 – Fire Safety Training – TNS

Impact on Learners

Learning in Geography will enable students to:

- develop curiosity and understanding of the environment and my place in the living, material and physical world
- demonstrate a secure knowledge and understanding of the big ideas and concepts of Geography
- develop skills for learning, life and work
- recognise the impact Geography makes on my life, the lives of others, the environment and on society
- develop an understanding of the Earth’s resources and the need for responsible use of them
- express opinions and make decisions on social, moral, ethical, economic and environmental issues based upon sound understanding
- develop as a ‘Worldly’ citizen with a lifelong interest in our planet
- establish the foundation for more advanced learning and future careers in Earth sciences.

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Impact on wider life of the school

| Wider life issues | Impact on school |
|--------------------------|--|
| Community afternoons | <ul style="list-style-type: none">• Increased pupil involvement in school activities. |
| School Trips | <ul style="list-style-type: none">• Increased pupil involvement in school activities. |
| Lunchtime activities | <ul style="list-style-type: none">• Increased pupil involvement in school activities. |
| Lunchtime assemblies | <ul style="list-style-type: none">• Increased whole school achievements and involvement.• Increased numbers of pupils being recognised for sporting achievements. |
| Morning assemblies | <ul style="list-style-type: none">• Fulfilling aims of the school. |
| After School Clubs | <ul style="list-style-type: none">• Increased whole school achievements and involvement.• Increased numbers of pupils being recognised for sporting achievements. |

**Drama Department
Quality and Standards Report 2016/17**

Overview (classes taught, courses delivered)

London Academy of Music and Dramatic Art (LAMDA) – Grade 6

London Academy of Music and Dramatic Art (LAMDA) – Grade 7

London Academy of Music and Dramatic Art (LAMDA) – Grade 8

Expressive Arts - Drama for confidence, development of imagination, interaction and teamwork.

Improvement plan (targets and progress)

- Study and performance of classic texts for exams – The Importance of Being Earnest, An Inspector Calls, A Glass Menagerie, Many Moons
- Using devising techniques to create theatre for performance to an outside audience (Expressive Arts)
- Using a tailored script to create a Christmas show (Pantomime). Whole school project.
- Increased sharing of games and work to encourage less confident pupils to take part.

Pupil Evaluation

- Using to choose texts for performance.
- Post teaching and performance time to talk and positively feedback.

Self-Evaluation

Using particularly for assistance and guidance in decision making within class in regards to suitable texts, extracts and casting.

Successes and Achievements: Outcomes/Attainment

All entered pupils passed acting exams

- **Five pupils** obtained LAMDA Grade 8 with high distinction
- **One student** obtained LAMDA Grade 6 with high distinction
- **One pupil** has applied for a performing Arts course at Dundee College (awaiting offer)

Whole school production of Aladdin performed to local school of 150 pupils, second performance of Aladdin performed to parents, governors, and friends of the school

Sharing of work within school during assemblies.

New pupils engaged in drama and performed publicly

Pupil evaluation to change course content was very successful. Most students in school take part in drama.

Impact on Learners

- Improvement in self-confidence, particularly from students in the junior part of the school.
- Improvement in voice and communication
- Improvement in understanding of human nature.
- Improvement in self awareness and spatial awareness
- Understanding of classic and contemporary texts
- Understanding of techniques in presentation.
- Understanding the importance of connecting with others
- Understanding of the importance of support and team work.
- Understanding the importance of positive interaction.
- Demonstrations of work in school encouraging others.

Impact on wider life of the school

- Parents included in audiences/costume creation etc.
- Local links improved regular audiences from local school/sheltered housing/Corbenic and retirement home
- Around four hundred pounds raised for sale of tickets
- Introducing the school to people who may not have been aware of TNS