

# Cedars School of Excellence 2018-19 Standards and Quality Report and Review of 2016-2019 Development Plan

## Introduction

This Standards and Quality report follows a new format promoted by Education Scotland<sup>1</sup> that aims to provide a lightweight and accessible outline of progress towards goals identified in our School Development Plan 2016-2019.

## Head Teacher's Review of Session 2018-19

This year has been a significant year in the history of our school. As a school with very low rates of staff turnover, the retirement of our former Head Teacher and my appointment as Head Teacher marked a new era.

Conscious that this is my first Headship, I have been firstly concerned with preserving continuity and stability in our school and managing the transition of responsibility. I feel that this is an aim that has been clearly achieved in my first year.

I have also put in place a number of changes that are perhaps more 'behind the scenes' but which will bear fruit over the years to come. We have established a 'Research Corner' staff meeting where teachers can meet to discuss current educational research and educational initiatives. We have also established a regular cycle of staff meetings, including fortnightly one-to-one meetings. These have been incredibly valuable to me in learning all the functions of all the areas of our school, as well as providing an opportunity for staff to share concerns and understand my thinking about the direction of our school. Many of the initiatives you will see in the coming years are a direct result of this work.

I hope that you find this report useful and informative. We will begin a new School Improvement Plan in 2019 and I look forward to the continued growth and success of Cedars School of Excellence.

Fraser Speirs  
Head Teacher

June 2019

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<sup>1</sup> <https://education.gov.scot/documents/nifschoolimprovementguidance201819.pdf>

## Summary of Cedars School of Excellence 2018-19

<b>Pupil Body</b>		
School Roll	116	
Primary Roll	46	
Secondary Roll	70	
Building Capacity	120	
<b>Attainment</b>		
2018 National 5 Presentations	44	
2018 National 5 A-C Passes	90.9% (55% at A)	Scotland: 77.4%
2018 Higher Presentations	20	
2018 Higher A-C Passes	90% (40% at A)	Scotland: 76.8%
<b>Attendance</b>		
Primary	98%	Scotland: 94.9%
Secondary	93.5%	Scotland: 91.2%
Overall	95.35%	Scotland: 93.3% <sup>2</sup>

<sup>2</sup> Scottish attendance figures for 2016/17 as stated in [National Improvement Framework and Improvement Plan](#), pp. 56

## Review of Progress on 2016-2019 Development Plan

### Leadership and Management: Collaborative Approaches to Self-Evaluation

<b>2016-19 Target</b>	<p>We will use the recording approaches integral to MyGTC to ensure continuous improvement.</p> <p>We will offer opportunities for professional development and inservice training.</p>
<b>Progress and Impact</b>	<p>All GTCS registered staff are now participating in MyGTCS with in-school mentoring.</p> <p>Staff are increasingly aware of the role of reflection, research and self-evaluation in the professional duties of teachers.</p>
<b>Next Steps</b>	<p>In 2018-19, we introduced a regular Research Corner reading group in which staff engage with educational research. We will continue to develop this and other opportunities to reflect on teaching and learning.</p>

### Leadership and Management: Management of Resources to Promote Equity

<b>2016-19 Target</b>	<p>Provide a full refresh of our computer hardware fleet to the latest technical standards.</p>
<b>Progress and Impact</b>	<p>The period 2016-2019 saw another successful deployment of iPad technology.</p> <p>The impact is seen in our recent inspection report by Education Scotland in which it was noted:</p> <p><i>“Their work for embedding digital technology within children and young people’s learning has brought international recognition to the school. A few members of staff have received recognition as distinguished educators of digital technology. Children and young people’s skills in digital technologies are very sophisticated.”</i></p>
<b>Next Steps</b>	<p>We are currently evaluating the possibility of switching platforms to Google Chromebooks for the next deployment cycle. This will form an important aspect of the next School Improvement Plan.</p>

## Learning Provision: Safeguarding and Child Protection

<b>2016-19 Target</b>	Implement the GIRFEC National Practice Model in line with the Children and Young Persons Act 2014.
<b>Progress and Impact</b>	<p>We now have a fully implemented GIRFEC model across the school. Staff are aware of their responsibilities at both the 'wellbeing concern' and child protection levels of concern.</p> <p>We have established electronic chronology tracking for wellbeing concerns and have effectively used them to target interventions where required.</p> <p>From our May 2018 Inspection:</p> <p><i>"The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and where appropriate, children and young people. In addition, inspectors examined a sample of safeguarding documentation. At the time of the inspection, there were no identified areas for development. The school has developed a helpful electronic chronology for tracking and monitoring the care and wellbeing of children and young people."</i></p>
<b>Next Steps</b>	In line with Education Scotland's evaluation of our procedures, we do not intend to make any immediate changes to our GIRFEC procedures. We will continue to attend GIRFEC update meetings and adapt as new priorities and issues emerge.

## Learning Provision: The Curriculum; Learning, Teaching and Assessment

<b>2016-19 Target</b>	Following the review of curriculum provision, and to ensure refreshment and breadth, we will introduce new courses.
<b>Progress and Impact</b>	<p>The following courses have been developed and delivered:</p> <ul style="list-style-type: none"> <li>● Administration and IT (N3-H)</li> <li>● Art and Design (Advanced Higher)</li> <li>● Business Management (N3-N5)</li> <li>● Drama (N3-H)</li> <li>● Environmental Science (N3-N4)</li> <li>● French (Advanced Higher)</li> <li>● Scottish Studies (N3)</li> <li>● Lifeskills Maths (N3-N4)</li> </ul> <p>During the course of the 2016-2019 development plan, we decided to switch from Administration and IT to Business Management. This was due to two factors: some Universities started to include Administration and IT on their 'general studies' list of less-favoured qualifications, while Business Management was not on that list. Secondly, SQA-driven changes to the Administration and IT National 5 exam made it significantly more complex to administer. Uptake of Business Management has been significant.</p>
<b>Next Steps</b>	We intend to register with SQA to offer Scottish Studies at National 4 and National 5 level. Due to space constraints in our building, we do not intend to expand the courses available in the 2019-2021 development cycle.

<b>2016-19 Target</b>	We will endeavour to raise attainment through a review of science provision from P7 - S2.
<b>Progress and Impact</b>	All courses in P7 - S2 have been reviewed along with the benchmarks and electronic tracking showing overall progression at each level and coverage of the benchmarks has been developed. This included a review of progression in skills and implementation of new investigations from P7 to S2 this has resulted in improved understanding of investigative skills when pupils enter into S3.
<b>Next Steps</b>	Further honing of these courses will now take place and any necessary changes identified during the review will be made. The information in the progression tracking spreadsheet will be transferred to the whole school BGE tracker.

<b>2016-19 Target</b>	We will endeavour to raise attainment through developing resources and plans to support social subjects, particularly Geography.
<b>Progress and Impact</b>	We have invested in a number of packs for Primary and Secondary Geography that examine other countries. These include South America, South Africa, India, North America. These have proved a very worthwhile investment as they provide a clear progression. Pupils have become more familiar with key geographical terms.
<b>Next Steps</b>	Continue using these packs in P6-S2.

## Learning Provision: Learning Pathways

<b>2016-19 Target</b>	We will endeavour to develop a programme of outdoor learning. We will change and develop the use of our building and playground to allow an ease of access to the outdoors.
<b>Progress and Impact</b>	We have significantly redeveloped Room 1-06 into an indoor-outdoor space for Primary 1-3. 'Welly Wednesday' is now a popular and established part of our primary programme.
<b>Next Steps</b>	Our next development cycle will include a focus on developing a pedagogy and rationale for structured and unstructured play in early primary.

## Learning Provision: Learning, Teaching and Assessment

<b>2016-19 Target</b>	We will introduce a course in higher order thinking skills and study techniques for secondary pupils.
<b>Progress and Impact</b>	<p>In session 2018-19, informed by our work in our Research Corner reading group, we began to introduce the work of Dunlosky et. al. (2013)<sup>3</sup> on research-supported study techniques, promoting these techniques to senior pupils. We have also shared this work with parents.</p> <p>Mr Speirs conducted a practitioner enquiry into study skills and techniques with our S2 class and the results of this will inform future work.</p>
<b>Next Steps</b>	We will continue to work on expanding pupils', parents' and staff understanding of evidence-backed study techniques. We will also use HGIOS QI 2.5 (Family Learning) as a lens to share this work with parents. Parent consultation for the 2019-21 School Improvement Plan show clear enthusiasm amongst parents for more information.

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<sup>3</sup> Dunlosky, J. et al., 2013. Improving Students' Learning With Effective Learning Techniques: Promising Directions From Cognitive and Educational Psychology. *Psychological science in the public interest: a journal of the American Psychological Society*, 14(1), pp.4–58.

## Learning Provision: Partnerships

<b>2016-19 Target</b>	We will develop activities using external partners to improve the outcome for all learners. The specific areas we will develop are Go4set and the John Muir Award in science, and also the DoE award.
<b>Progress and Impact</b>	<p>We participated in Go4Set in 2017-18. The Go4Set organisation was unsuccessful in teaming the school up with an outside business to help them with the project as had been promised. The class teacher contacted various organisations herself and managed to get the assistance of Glasgow University to help with a drone building project. Pupils visited the University, completed various workshops and presented their drone at the Go4Set event at Paisley University.</p> <p>8 pupils achieved the Discover level John Muir Award during 2016-17 and the Explore level Award in 2017-18. This included working with Clyde in the Classroom to hatch, grow and release young trout into the Clyde.</p> <p>One of our senior pupils was awarded a place at the Scottish Space School at Strathclyde University in June 2019.</p>
<b>Next Steps</b>	We will continue to seek both general and targeted activities for pupils according to their needs and interests.

<b>2016-19 Target</b>	We will endeavour to develop our community involvement through partnership with local nursing homes and voluntary organisations.
<b>Progress and Impact</b>	<p>We continue to visit Bagatelle Care Home on a monthly basis with the P2 class. The children participate in a variety of activities with the residents such as crafts, gardening, games, jigsaws, singing etc. The children interact with the residents and staff and become aware of the issues facing people with dementia. The children look forward to their visits and they become more confident when interacting with the residents as the year goes on. Bagatelle staff have commented on the difference in the residents attitudes when the children are there, that they are happier and more engaged. Some of the Bagatelle residents and staff also visited the school to participate in an afternoon tea event.</p> <p>We continue to support local charities and organisations. We partnered with Compassion Inverclyde, and Middle</p>

	School made over 100 Back Home Boxes for patients at Inverclyde Royal Hospital. We also work with Hansel Village in Ayrshire, the Senior Choir performed a concert at Christmas, we donated the proceeds of the Spring Concert to them, and a group of pupils visited in the summer term. Senior Choir support Quarriers at Christmas time, singing in Princes Square in Glasgow and collecting donations for the charity. They also sang at Christmas at Bagatelle Nursing Home.
<b>Next Steps</b>	We will continue to develop partnerships with local organisations. In particular, we continue to work towards the Dementia-Friendly Schools initiative.

<b>2016-19 Target</b>	We will develop partnerships in the local community to further expand our work experience opportunities.
<b>Progress and Impact</b>	<p>We have worked with individual pupils to identify the opportunities that would most suit them, and then have contacted local organisations to ask for their assistance in placing pupils.</p> <p>Some examples include:</p> <ul style="list-style-type: none"> <li>• Last year we placed a pupil interested in medicine in Bagatelle Care Home. She shadowed clinical staff and administration staff, and the CEO of the company, and gained a valuable insight into the workings of the Care Home. The CEO has indicated she would be prepared to accept pupils in the future.</li> <li>• We placed someone with New Dawn Coffeeshop. The shop manager worked with our pupil to identify targets for the week, and created a checklist for each days tasks. The pupil flourished and has considered employment in this establishment.</li> <li>• We have also strengthened links with the Biomedical Science Department at Glasgow University, through Dr Marks. The department organised work experience for a pupil interested in Laboratory work.</li> </ul>
<b>Next Steps</b>	We will continue to seek work experience opportunities for our pupils.

<b>2016-19 Target</b>	We will develop a Health and Wellbeing programme of study.
<b>Progress and Impact</b>	A planned programme of Health and Wellbeing work is in

	<p>place.</p> <p>We have also started a football club for junior boys on Mondays, along with our established Netball on Wednesdays.</p>
<b>Next Steps</b>	<p>We will continue these programmes and respond to emerging national priorities and parent views around Health and Wellbeing.</p>

## Successes and Achievements: Raising Attainment and Achievement

<b>2016-19 Target</b>	We will work with global partners - Aid for Education in Rwanda and the Barefoot College project in India - to facilitate the interaction of resources.
<b>Progress and Impact</b>	We carried out a successful visit to Aid for Education in Rwanda in 2017.  In 2016-17 we conducted fundraising to enable us to donate our used iPad fleet to the Barefoot College.
<b>Next Steps</b>	We will continue our partnership with Aid for Education on an ongoing basis.

## Successes and Achievements: Increasing Creativity and Employability

<b>2016-19 Target</b>	Extend opportunities to learn coding down the school to S1.
<b>Progress and Impact</b>	<p>We have re-designed our S1/2 Computer Science programme to include:</p> <ul style="list-style-type: none"> <li>• P7: Introduction to Computer Programming with Hopscotch</li> <li>• S1: Learn to Code 1 &amp; 2 (Swift Programming)</li> </ul> <p>Thus, pupils complete S1 having had one module in block-based computer programming and a year-long immersion in text-based computer programming.</p>
<b>Next Steps</b>	If we decide to transition to Chromebook, we will redesign this programme again, adopting the Code.org “CS Discoveries” curriculum.

<b>2016-19 Target</b>	Adopt use of social media to enhance home-school communication and model positive uses of social media to pupils.
<b>Progress and Impact</b>	<p>We have established Instagram accounts for <a href="#">P1/2</a>, <a href="#">P3/4</a>, <a href="#">P5/6</a>, <a href="#">Middle School</a> and <a href="#">Senior School</a>. This was positively commented on by Education Scotland inspectors during our May 2018 inspection.</p> <p>Parents and extended families positively engage with these accounts.</p> <p>We continue to model positive uses of Social Media and maintain a low rate of cyberbullying incidents in the school. We incorporate evidence-based teaching about the impacts of social media, computer games and general screen time into assemblies, PSD and Computing classes.</p>
<b>Next Steps</b>	Continue to use these channels for home-school engagement.

## Capacity for Continuous Improvement

Cedars School continues to develop its capacity for self-reflection and improvement. With the establishment of Research Corner and regular staff and 1-to-1 meetings, we are dedicating more staff time across the school to learning conversations and strengthening the links between staff and senior management.

We have embedded GTCS self-evaluation procedures for all staff across the school and are looking at ways to enhance individual and group-based teacher evaluations.

In response to feedback from HM Inspectors, we will be moving to a 2-year development cycle in 2019. This will allow the document to be more responsive to emerging school and national priorities.

## Quality Indicators

	School Self-Evaluation	Inspection Evaluation (May 2018)
1.3 Leadership of Change	<p>Strategic planning, taking account of staff capacity, is a major focus of the Head Teacher and SLT. Plans are evidence-supported and clearly linked to improved outcomes for learners. Professional dialogue is supported at individual and group levels throughout the staff. Projects are viewed not as 'one-off' events but as values-based school-wide initiatives intended to bring about lasting culture change.</p> <p>Staff effectively take responsibility for development at a stage/subject level with support from senior leaders. Attainment and other data is used appropriately at specific times.</p> <p>Pupils are consulted about change and can themselves initiate changes through Pupil Council and individual conversations as well as occasional consultation exercises related to specific developments.</p>	<p><i>“Staff are empowered to inform and lead change and improvement.</i></p> <p><i>They have led curricular change for their classes in primary and that leading to National Qualifications in the Senior Phase.”</i></p> <p><i>“Children and young people have an opportunity to have their voice heard through the school council. Positions of leadership, such as head boy, head girl and house captains offer potential to express views.”</i></p>
2.3 Learning, Teaching and	A major initiative is underway to further develop our approach to	<i>“At all stages, children and young people are enthusiastic and eager</i>

<p>Assessment</p>	<p>learning, teaching and assessment. In response to the publication of national Benchmarks, staff are working through a process of developing clear structures to deliver and assess the benchmarks across the whole Broad General Education phase. Tracking and Monitoring tools will be built based on this initiative.</p> <p>Our teaching and learning continues to be of high-quality and we will further develop this in relation to the work mentioned above.</p>	<p><i>to learn.”</i></p> <p><i>“They have opportunities to work individually, in pairs and groups. In all lessons, children and young people are highly motivated and engaged in their tasks and activities.”</i></p>
<p>3.1 Ensuring wellbeing, equity and inclusion</p>	<p>School staff have a detailed knowledge and understanding of the GIRFEC indicators and the process by which wellbeing is supported in the school.</p> <p>Our school is highly diverse, by comparison to the local population and minority pupils are supported in challenging any prejudice-based difficulties that arise. Such incidents are extremely rare in our school.</p> <p>Equality and rights issues are addressed in assemblies and PSD programmes as well as other classes when appropriate.</p>	
<p>3.2 Raising attainment and achievement</p>	<p>We have introduced regular 1-to-1 meetings between staff and senior management, as well as between staff. This has allowed us to protect time for collegiate discussion, moderation and this has led to changes, modifications and new innovations.</p> <p>Research Corner has allowed teachers to meet and explore new ideas outside the development plan or specific national initiatives. Research Corner was deliberately designed as a space to explore</p>	

	<p>ideas without the implication that we will necessarily be expected to adopt or use those ideas. It is a free thinking space that allows teachers to develop as reflective professionals.</p> <p>We are focusing on Literacy and Numeracy through a number of initiatives including explicit teaching of English grammar and the successful Reading Challenges programme. We are engaging with colleagues within and external to the school to stay up to date on the latest research in teaching Mathematics. We are continuing to embed the Concrete-Pictorial-Abstract approach to numeracy across the Broad General Education phase.</p> <p>Our exam results continue to outperform the Scottish national figures, exceeding 90% A-C pass rate at both National 5 and Higher in the 2018 exam diet.</p> <p>We continue to promote high attendance rates and discourage parents from taking holidays during term time. Our attendance rates outperform Scottish national figures.</p>	
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