



Linlithgow Academy

Standards & Quality Report June 15

Session 2014/2015

Introduction

The West Lothian Context

West Lothian Council is committed to delivering the best possible outcomes for children and young people so that they have the best start in life and are ready to succeed by following the principles of Curriculum for Excellence (CfE) and Getting it Right for Every Child (GIRFEC).

Within Curriculum for Excellence, every child and young person is entitled to experience a curriculum which is coherent from 3-18. Those planning the curriculum have a responsibility to work in partnership with others to enable children and young people to move smoothly between key transition points, building on prior learning and achievement in a manner appropriate to the learning needs of the individual. This should ensure that young people are well placed to move into positive destinations and adult life.

The Corporate Plan sets the strategic direction and our priorities for West Lothian Council. There are eight priorities that we, and our community, believe can make a lasting and sustainable impact on the local area and improve the lives of residents in West Lothian.

Priority 1: Delivering positive outcomes and early interventions for early years

Priority 2: Improving the employment position in West Lothian

Priority 3: Improving attainment and positive destinations for school children

Priority 4: Improving the quality of life for older people

Priority 5: Minimising poverty, the cycle of deprivation and promoting equality

Priority 6: Reducing crime and improving community safety

Priority 7: Delivering positive outcomes on health

Priority 8: Protecting the built and natural environment

The Corporate Plan informs Education Services Management Plan to ensure our work impacts positively on services for children and young people. Education Services focuses particularly on priorities 1, 2 and 3.

Education Services Management Plan

Education Services works towards achieving the key strategic aims of the council, in partnership with schools. In particular, Education Services aims to improve opportunities for children and young people by:

- Raising standards of attainment and achievement
- Improving employability and positive destinations for all school leavers
- Improving the learning environment
- Promoting equality of access to education
- Developing values and citizenship
- Promoting learning for life and encouraging a creative, enterprising and ambitious outlook.

Working with a range of partners, the key purpose of our work is to continuously raise attainment and achievement for all children and young people in West Lothian, ensuring that our young people succeed in securing a positive and sustained destination after school.

We want to know how well we are doing this and how we can improve. We are continuously evaluating what we do and how it makes a difference to our learners. In moving forward together we have been asking ourselves - staff, pupils, parents/carers and stakeholders - key questions which are contained within this Standards and Quality Report. Our self-evaluation is in the pages that follow, along with our key areas for development for session 2015-16. This report is set within the context of CfE and GIRFEC and measured against the quality indicators within *Child at the Centre, How good is Our School 3?* and *CfE National expectations: Self-evaluation resource*.

The progress of the areas we developed in our 2014-2015 School Improvement Plan (SIP) is outlined in *Appendix 1*.

Context of the School

The school serves a very large area which sweeps in a south-westerly direction from near the Forth Bridges to a point near where West Lothian meets North Lanarkshire and Falkirk Council areas. It is dominated by the commuter town of Linlithgow but also serves the villages of Winchburgh, Bridgend, Torphichen and Westfield as well as all the rural areas surrounding these communities.

The Academy has 8 associated primaries with 4 in the town and one each in the communities mentioned above. These schools vary greatly in size. Linlithgow Academy also attracts many pupils through placing requests. The total pupil roll at August 2015 is 1211 which includes 7 pupils in the Autistic Resource.

The current Head Teacher was appointed in August 2015. The senior team consists of the Headteacher, 2 Deputes Headteachers and the Business Manager. Currently there are 89.9 (FTE) teachers and 24.2 support staff.

At present there are 6 PTCs Curriculum and 4 PTCs Support supporting the senior team in leading the school.

How well do children and young people learn and achieve? (1.1; 2.1)

Very good progress was made in this area.

Strengths

The curriculum and level of support offered in Linlithgow Academy ensures consistently high standards of attainment for almost all learners. We regularly perform better than almost all our comparator schools in the key indicators. Performance in the national examinations is very strong and we are increasing the use of available data to inform teaching practices and interventions to ensure the best outcomes for all learners.

The priorities in our recent school improvement plan, including changes to curriculum structure, improved tracking and monitoring and sharing practice for class observations have a positive impact on our pupils' achievement and attainment and our Learning and Teaching Policy is currently under review, to ensure that it supports the approaches embedded in Curriculum for Excellence.

Increased periods of tracking and monitoring have been introduced in the senior phase this session along with increased communication with parents regarding student progress. This had a positive impact on the attainment of most pupils by ensuring the most appropriate level of presentation during the exam diet.

The increase of monitoring and tracking periods also impacted on the allocation of study support during the session. While remaining available to all pupils, those highlighted during tracking periods were specifically invited to attend study support, with high levels of participation in all subjects.

Almost all of our pupils are highly motivated and are becoming more actively involved in their own learning and development. We are encouraging pupils to take more responsibility for their learning and pupils are beginning to be aware of this expectation. Learners are aware that their views are sought and acted upon. Although teaching is of a high quality in almost all classes, we are continuing to work towards greater consistency in the quality of pupils' learning experiences. Work has been started in the broad general education (BGE) to support pupils to identify transferable skills and pupils are becoming more aware of the need to develop skills for school, work and life. This will be continued next session and will contribute to the improved quality of learners' experience.

Transition from primary to secondary school is of high quality with positive feedback from parents and pupils. Work continues to ensure the transition between BGE and Senior Phase is well informed with a wide range of opportunities and pathways available to all pupils. Data is increasingly being used to identify pathways and supports for all pupils including, preparation for work courses and involvement in the West Lothian / Queen Margaret Academy initiative. The majority of our leavers move on to Higher Education and by retaining our More Choices More Chances (MCMC) co-ordinator position and having intensive pupil support input we also ensure positive destinations for almost all (over 94%) leavers.

Pupils are encouraged to participate in the wide range of activities offered in the school. Achievement is celebrated in many ways, for example in the daily bulletin, the House Assemblies, the local press and through Merit Awards. Our annual awards ceremony highlights and celebrates our pupils' achievement and attainment. Pupil involvement in House activities continues to grow as does the number of pupils presenting at Assemblies. The variety of activities on offer ensures that the needs and interests of all of our pupils are catered for. Sporting and cultural links between school and community are very good. Students have achieved at local, national and international level in several sports in addition to many music, science and artistic accolades this session. The work of the Right Respecting working group which included the Pupils Council, Community Learning Development and Stonewall, secured Level 1 status for the school

Overall, most of our learners are successful and confident. They contribute to the life of the school and the wider community, for example through the S6 Personal Development programme, extra-curricular events, the pupil council and taking on roles such as Buddies, Sports and House Captains and Prefects. All pupils have the opportunity to undertake one or more of the many leadership opportunities offered in the school.

Standards of pupil behaviour are excellent and we consistently have the lowest number of exclusions in the Authority.

Areas for Development

- Increased numbers of learners engaged in leadership activities at all levels with increased accreditation where possible
- Focussed use of Insight data improves pupil experience for all pupils
- Increased opportunities and flexibility of choice for the middle 60 % of pupils to improve attainment and achievement
- All pupils achieving literacy and numeracy qualifications on exit from school
- Learners at all levels have improved ability to discuss learning and identify next steps

How well is the school helping children and young people to develop and learn? (5.1; 5.3)

Very good progress was made in this area.

Strengths

The Broad General Education curriculum has been designed to meet the needs of the Linlithgow community within the principles of Curriculum for Excellence. It provides a coherent education S1-3 for all pupils and forms a strong educational base for progression into the senior phase and beyond. It meets pupils' entitlement to experience the eight curricular areas across the four contexts of learning. At the end of S1 a degree of option choice within disciplines provides flexibility and choice to reflect pupils' progress and interests. Pupils also study Spanish as an additional foreign language. At the end of S2 they are given a further opportunity to refine their choices through the introduction of electives. Opportunities for meaningful interdisciplinary learning are increasing; departments have avoided contrived activities which fail to provide challenge and/or valid outcomes and experiences. The development of Numeracy, Literacy and Health and Wellbeing is well supported across curricular areas. All S3 pupils take part in one week's work experience. The Broad General Education will continue to be evaluated next session.

Work has begun to incorporate the development of transferable skills into the BGE to build capacity for the transition to the senior phase.

Our Senior Phase curriculum has been developed following an analysis of the choices, progress and leaver destinations of our students. The structure allows a high level of flexibility in the pathways and combinations of courses we can provide. Pupils entering S4 select from a range of one and two year programmes of study. One year programmes of study lead to qualifications in up to seven subjects with certification at National 3/4 at the end of the academic session. Two year programmes of study lead to certification in six subjects at Higher and/or National 5 at the end of the two years. Progress during the course is closely monitored and some pupils may bypass the exam diet in S4. This has created space for more in-depth learning.

All faculties have successfully implemented new national qualifications and are working in collaboration across the authority to maintain impact on learners.

We continue to develop staff expertise through relevant high quality Continuing Professional Development (CPD) provided externally and in-house. We have a large number of staff across the school whose SQA knowledge and experience – as markers, setters, examiners and members of Quality Development Teams – are shared with colleagues to improve the quality of teaching and learning. Professional Dialogue Groups, peer observations and visits to other schools have increased opportunities to observe and share good practice. As part of this session's internal CPD programme, Pupil Support staff have delivered training in many aspects of additional support needs including Getting it Right for Every Child (GIRFEC, Autism and Differentiation)

Specialist staff CPD has resulted in successful implementation of the Getting it Right for Every Child (GIRFEC) strategy. With GIRFEC embedded at the heart of our approach, Linlithgow Academy works closely with our partners to ensure that learners benefit from universal support throughout their learning journey, and it is the responsibility of all staff at Linlithgow Academy, aided by the Pupil Support Faculty, to ensure that all pupils are happy, safe and achieving their potential in school. The Faculty has developed from separate entities into a holistic support team incorporating a wide range of areas of focus, from tracking and monitoring of pupil progress to wider components of additional support such as pastoral, learning, behaviour and medical issues. We recognise that some children will require additional targeted support at some point to help them overcome barriers to their learning. At

Linlithgow Academy, this targeted support is delivered by staff with additional training or expertise. All pupils with Additional Support Needs are placed on the Continuum of Support which is reviewed and discussed regularly within the House meeting structure and updated accordingly. Additional Support Needs and strategies are shared with staff via our internal communication system. The information within the database enables staff to make informed choices about our learners' needs, allowing our pupils to access the curriculum in an appropriate manner, taking their social, emotional, behavioural and learning needs into account. GIRFEC recommendations, meetings and legislative duties are fully implemented by Pupil Support staff. There is good partnership working with most of our external agencies. A working group revised the school policy on target-setting and the tracking and monitoring of pupil progress. Learning conversations between teacher and pupil have been highlighted as a priority.

The pastoral support at transition P7 to S1 is well established and is consistently rated highly by parents in our P7/S1 questionnaire. Over recent years the cluster area has benefitted from regular subject links in Modern Languages, Mathematics, Art and Design and English and other more "one-off" inputs from other subjects. This year our cluster primaries took part in an event focussing on HWB with input from Scottish Fisheries Board. Each year, pupils who have been identified as having additional support needs are invited to a well-established Enhanced Transition programme to complement their transition.

We offer a wide range of courses to meet the needs and interests of our young people including Art Architecture, Creative Digital Media, Sports Leadership Awards, Personal Development at National 3, Skills for Work and Open University modules. Across all year groups, the quality of our young people's experience is greatly enriched through our links with external partners.

At all stages there are numerous opportunities for out of school learning e.g. Maths Camp for S5/6, Music Camp, S1 Outdoor Education, field trips and Duke of Edinburgh Awards.

We are further developing effective arrangements to track progress in the Broad General Education (BGE) through our internal tracking system (PROMPTS).

A Senior Mentoring programme is facilitated by Pupil Support where teachers volunteer to mentor pupils who have been identified as needing support and encouragement to raise attainment.

Areas for Development

- All pupils are able to articulate the skills they are developing and are able to identify transferable skills in S3 profile
- Pupils have a user friendly method to record their achievements in and out of school
- All pupils experiencing an increase in opportunities for active learning, developing thinking skills to promote deeper, more resilient learning

How well is the school improving the quality of its work? (5.9)

Very good progress was made in this area.

Strengths

We are committed to self-evaluation, ensuring continuous school improvement by developing our skills and putting in place additional systems and processes to monitor and evaluate the quality of provision in Linlithgow Academy. Any changes are taken in line with our vision for

achieving the best possible outcomes for all of our young people. We aim to better engage pupils, staff, parents/carers and the wider community in contributing towards school improvement.

Evidence shows that this has improved and there is a more consistent approach to self-evaluation across the school. The self-evaluation manual is used by all faculties to support regular, robust procedures which monitor our performance. Almost all staff regularly evaluate classroom practice and engage in professional dialogue

The programme of Senior Management Team (SMT) observations which focus on one department at a time over a week have proved successful and have allowed us to gather more meaningful evidence of learners' experiences and teaching strategies. Following observations in a department, SMT provides feedback to individuals and then to the department as a whole at a department meeting. Two further tiers of observations – peer ("POD") and formal PT(C) - also take place. Feedback following observations focuses on areas of strength and areas for development to ensure a positive impact on pupil learning.

The SMT meet individual departments to discuss department progress against the key quality indicators. Areas of strength, areas for development and planned action are identified. The SMT also meet with individual departments annually to analyse exam performance leading to the identification of next steps and on-going improvements in attainment. Increasingly performance data such as adaptive testing and Insight has been used to review performance and support improvements in both Broad General Education and the Senior Phase. The PTC team meet regularly to share practice and collaborate.

The focus of self-evaluation is better linked to departmental and the school improvement plan (SIP) and consultation took place with staff before the SIP was finalised. Progress on SIP targets is regularly discussed, with time built in to reflect on the impact of changes made.

The new school calendar integrates events and quality assurance activities for the session. Its format will be reviewed next session to improve clarity, following feedback from staff. This has been shared with parents on the school website.

We have improved the standard of pupil reports through the introduction of more rigorous and frequent quality assurance procedures and tracking reports. This has been received positively by parents. The parent council are in attendance during consultation evenings to gather opinion from the wider parent body. Feedback from parents is sought on a regular basis and SMT have worked closely with the parent council to address issues and ensure, which leads to improved experiences for learners.. that information is shared in a parent friendly manner. Thanks to the Parent Teacher Association, a new website has been commissioned which will facilitate the sharing of information with the parent body.

Evidence collected from staff regarding CPD indicates that all staff believe that CPD is an important part of the improvement process. Almost all "strongly agreed" or "agreed" that [self-evaluation](#) improves practice, helping them to be better teachers. We continue to provide an internal CPD programme linked to the needs of the school. These needs are identified, e.g. during the Professional Review process, departmental improvement planning and classroom observations. This includes the continued provision of twilight internal CPD and the evaluation of its impact on learning and teaching. We are in the process of using the General Teaching Council's Professional Standards to support staff in their personal reflection and self-evaluation. We initiated collaborations with other schools and this has provided opportunities for joint CPD. Initial feedback indicates that most teachers are of the view that this is worthwhile in supporting curriculum development and moderation in their own subjects. All staff engage in the review process and almost all have embraced the Professional Update pages on the GTCS website to support the process.

Professional development and training is being undertaken to improve the quality of self-evaluation in Standards and Quality Reports at departmental, faculty and whole school level.

Our Professional Dialogue Groups (PDGs) are well established and form an important element of our CPD opportunities. Topics for the majority of PDG sessions have been identified by staff themselves. Good practice is shared well, both within and across departments improving pupil experience.

There are many opportunities for staff and pupils to take on leadership roles. Currently, many pupils and a significant number of teachers have taken up leadership opportunities. Recently, 5 a day style pupil focus groups have been trialled and the intention is to continue to give pupils the opportunity to contribute to our improvements in -evaluation this way.

Areas for Development

- Increased pupil involvement in improvement through self-evaluation.
- Increased understanding of standards for new qualifications.

How well is the school working with partners? (8.1)

Very good progress was made in this area.

Strengths

The pupils of Linlithgow Academy benefit significantly from the support offered by a whole host of partners.

Within West Lothian Council's services such as, Social Policy, Educational Psychology, Speech and Language Unit, the various specialist establishments and Outreach provisions (eg ESL and Home Tuition) supplemented and enhanced by local Health Board services through the community nurse, local GPs, the Mental Health Worker and various bespoke drug, alcohol and sexual health provisions we can, in the vast majority of cases offer the appropriate and timely support for any pupils and families whose needs are at a stage beyond our professional skills.

Formal and informal links with local members of Police Scotland allow us to have expert input into the Personal Social Education programme as well as the support of our community police officer. This is a very strong link were the nature of the link has resulted in mutually beneficial sharing of information.

Our programme of school assemblies whether year group or House based is well supported by an array of outside speakers from the chaplains and local charities through to Lothian Equal Access Programme for Schools LEAPS and the British Transport Police which provides a ranges of experiences for pupils.

Both our "designated local" college, West Lothian and the much geographically closer Forth Valley College allow us to offer our pupils a greater choice of options in the senior years. We also have pupils travelling to other local schools to studying course either not offered here or offered but not at the right time. These are links we intend to develop further next session .

Local businesses and schools have well established links providing placements for our S6 Personal Development provision, including long term work experience with the organisers of Party at the Palace and future ventures between the Art Department and Livingstons Restaurant.

As well as being supported by Police Scotland our PSE programme is littered with inputs from various partners. This ensures up to date information on many important and sensitive topics.

Evidence from those involved (particularly the universities and colleges) indicates that our annual Careers Evening is well supported by pupils and parents from a range of year groups which encourages a wide spread of organisations to attend. Again this allows us to ensure that pupils and parents are getting the most up to date information on which to make choices.

We have worked with local businesses including the supermarkets, the local Rotary Clubs and the Business Association. The Rotary interviewed and sponsored two pupils to take part in the Rotary Young Leaders camp over the summer and we have embarked on a partnership with Linlithgow rugby Club to become a School of Rugby. In addition, young people have taken part in the Mitishubshi Challenge and there are plans to become involved with the Stephen Gallagher Golf Foundation and possibly Cricket Scotland.

Local churches and the Linlithgow Young Persons Project (LYPP) also have major influences in the lives and development of many of our children.

Areas for Development

- Increase input from partners in the wider community to enhance curricular provision and pathways.
- Continue to evaluate with our partners.

How does the school ensure equality and inclusion and promote diversity across the school?

Linlithgow Academy welcomes young people, parents, staff and visitors and this is regularly fed back to us both formally and informally. The S6 commented on the strength of relationships, their belief that the vast majority of teaching and support staff made time for them and the fact that that they could comfortably share a wide range of issues.

Pupils who attend the Autistic resource follow a full timetable, attending departments and being taught by specialist staff when appropriate. Pupils also take part in outdoor education and have achieved the John Muir award for connecting with, caring for and enjoying wild places.

Our PSE programme covers matters of rights, equality and diversity. We are a Rights Respecting School, Level 1. This award seeks to embed UN Rights of the Child in the school's policies, planning and practices.

Linlithgow Academy is proud to have a number of elected representatives chosen from within our pupil body, by our own pupils. The Pupil Council provides the opportunity to voice opinions, ideas and concerns. This improves and enhances pupils' experience of Linlithgow Academy and positively impacts on the educational development of future year groups.

Our annual 'Citizenship Week' every March highlights local, national and global issues through displays, presentations, debates and events, often with local partners and agencies. The school is part of the 'Stonewall School Champion' programme. The group of staff and pupils co-ordinating this scheme have over the past year raised awareness of LGBT issues, including homophobic language, through staff in-service, pupil assemblies, PSE lessons and our Anti-Bullying Week.

Linlithgow Academy offers a huge range of extra-curricular activities, (including sport, music and performance, arts, citizenship etc), which run at lunch times and after school. Many staff

formally and informally allow pupils, who find interval and lunch times difficult, to spend time in their departments. Pupils with additional support needs are invited to use the support base to socialise.

Every year pupils raise tens of thousands of pounds for various charities, through whole school and House based events leading to House points being awarded. Members of the long standing Justice and Peace Group raise awareness of a variety of local and global issues across the school.

We have regular Chaplain Assemblies where the emphasis in the message is on moral rather than religious themes.

Improvement Priority 2014 -2015: Raising Attainment

Our key areas for development to take this priority forward are:

Area for development 1: To continue to improve the attainment and achievement of our learners. (QI 1.1)

Area for development 2: To further develop the learning experiences of our young people. (QI 2.1)

Area for development 3: To continue to develop the curriculum to support learning. (QI 5.1)

Area for development 4: To ensure that the needs of all learners are met. (QI 5.3)

Area for development 5: To continue to improve the quality of our work and strive for excellence in all areas. (QI 5.9)

Based on the above information, at this point in time, we evaluate ourselves against the quality indicators as follows:

1.1	Improvements in performance	Excellent
2.1	Learners' experience	Very Good
5.1	Curriculum	Very Good
5.3	Meeting learning needs	Very Good
5.9	Improvement through self-evaluation	Good
8.1	Partnership with the community, educational establishments, agencies and employers	Good

Appendix 1

In session 2014- 2015, Raising Attainment was the overarching priority in the SIP. This appendix details the progress made with the specific areas for development and again is set within the context of CfE and measured against the quality indicators within *Child at the Centre, How good is Our School 3?* and *CfE National expectations: Self-evaluation resource*.

Progress made with our areas for development Session 2014 – 2015

Area for development 1: Attainment and achievement

Very good progress was made in this area.

Evidence indicated:

- Displays of student work and achievements increased around the school – improved ethos
- Almost all young people achieving literacy and numeracy qualifications at end of S4 – improved attainment
- Scaffolding developed to support the production of S3 profile – improved awareness of skills
- Increased Tracking and Monitoring periods combined with increased frequency of reports to parents in senior phase – improved attainment
- Improved rigour in learning conversations and interventions – improved attainment
- Increased use of CAT data to inform progression- improved attainment

Next steps:

- Increased numbers of learners engaged in leadership activities at all levels with increased accreditation where possible
- Focussed use of Insight data improves pupil experience for all pupils
- Increased opportunities and flexibility of choice for the middle 60 % of pupils to improve attainment and achievement
- All pupils achieving literacy and numeracy qualifications on exit from school
- Learners at all levels have improved ability to discuss learning and identify next steps

Area for development 2: Learning and teaching

Very good progress was made in this area.

Evidence indicated:

- Increased opportunities for Interdisciplinary Learning – application of transferable skills
- Collaboration between Development Post Holders to devise an approach to improve the development transferrable skills (START) – will be used next session
- Increased opportunities for vocational pathways – improved attainment / transition
- Strong curricular links with Cluster Primary schools – modern languages focus – improved attainment/ transition
- Teach times introduced to share good practice and support staff to explore new pedagogy – improved experience for learners
- Teaching and Learning group formed and active across school – improved experience for learners
- Achievements recorded in PSE using word document for use with S3 Profile - improved ethos

Next steps:

- All pupils are able to articulate the skills they are developing and are able to identify transferable skills in S3 profile
- Pupils have a user friendly method to record their achievements in and out of school

- All pupils experiencing an increase in opportunities for active learning, developing thinking skills to promote deeper, more resilient learning

Area for development 3: Develop curriculum to support learning

Very good progress was made in this area.

Evidence indicated:

- Data from Risk Matrix, CAT, CEM, SIMD etc used to identify and support groups of pupils and target interventions – improved levels of targeted support
- Alterations to the presentation model to ensure maximum attainment by all pupils – improved attainment
- Increased opportunities for IDL activities – increased awareness of transferrable skills
- Audit of Teaching and Learning practices across school – improved experiences for learners

Next steps:

- Pupils are able to identify links in learning across the school in relation to cross cutting themes.
- Provision in BGE supports entitlements and transition to SP for all pupils
- Increased engagement with partners in the local community to enhance curricular provision and opportunities for all.
- Ensure that young people experience continuity in their learning and appropriate progression across the curriculum.

Area for development 4: Meet the needs of all learners

Very good progress was made in this area.

Evidence indicated:

- Whole school strategy around the role of ASL – improved awareness of available support
- Whole school policy regarding in class support – improved awareness of roles of ASL and available support
- Improved coherence within pupil support faculty – improved support for pupils

Next steps:

- Pupils benefit from the clarity and understanding staff have relating to ASL
- Pupils benefit from effective in class support
- Pupils from the lowest 20 % develop a positive mindset towards learning with higher aspirations

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Area for development 5 : Self-evaluation

Good progress was made in this area.

Evidence indicated:

- Ongoing improvements seen in almost all departments – departments using data to inform next steps
- Improved opportunities for pupil voice to be shared – pupils more involved in shaping the school
- Changes to methods for gathering pupil voice – more regular feedback from pupils
- All staff involved in new review system – increased reflection against the standards
- Almost all staff engaging with GTCS website and professional update page – increased reflection against the standards
- SMT observations have identified AifL / Active learning as theme for next observations – improved experience for learners
- Teach times available to support staff and share best practice – improved experience for learners .

Next steps:

- Increased pupil involvement in improvement through self-evaluation
- Increased understanding of standards for new qualifications.