

KNOX ACADEMY PARENT COUNCIL

HEAD TEACHER'S REPORT

AUGUST 2017

Exam Results:

S4

Awards	Year	Level 4	Level 5
1 or more	2017	92.7	72.26
	2016	95.8	86.01
	2015	96.77	85.48
	2014	97.18	78.17
3 or More	2017	79.56	50.36
	2016	90.21	72.73
	2015	91.13	70.97
	2014	92.96	61.97
5 or More	2017	49.64	39.42
	2016	72.03	55.24
	2015	69.35	50.0
	2014	80.28	50.0

Overall a disappointing set of results for the S4. The reduction (generally) over the four years in Level 4 results is because we have been presenting fewer for National 4 and giving them a chance at National 5, plus there are fewer youngsters who are taking all National 4s with no additional National 5s. I expect the National 4 results to increase by November as pupils who failed their National 5 exam get credited with National 4. We did not dual present any pupils this year (let them sit the National 5 exam having got their National 5 units, as well as putting them in for National 4).

The following subjects achieved a pass rate of above 80% for the pupils who sat National 5:

Art and design, Business Management, Chemistry, Design and Manufacture, Drama, English, French, Geography, Music, PE, Practical Woodworking, RMPS

The following subject achieved a pass rate of 60-79%:

Biology, Computing Science, Environmental Science, Physics

The following subjects achieved a pass rate of between 50-59%:

Maths, Modern Studies

The following subject achieved a pass rate of below 49%:

History

All subject areas have been asked to submit a quick results analysis. I have met with 2 out of the four poorest performing departments to put together an action plan and will be meeting with the other 2 over the next week.

We are looking to get levels for National 4 and 5 sorted out considerably earlier this year (the end of this month) so that pupils know what they are doing and receive the best possible experience. Through the Curriculum Development Group we will be looking at time allocation to subjects, possibly removing free choice so that we can provide the appropriate level classes for all pupils, and making sure that assessment in National 5 is more rigorous (using our own assessments rather than the Unit Assessments that assess basic competence).

S5

Awards	Year	Level 4	Level 5	Level 6
1 or more	2017	97.2	91.61	70.63
	2016	96.77	89.52	70.16
	2015	110.7	84.51	59.15
	2014	97.06	86.47	61.76
3 or more	2017	93.71	83.22	54.55
	2016	93.55	81.45	47.58
	2015	96.48	73.94	38.03
	2014	92.35	70.59	38.24
5 or more	2017	86.71	71.33	23.08
	2016	83.87	66.13	15.32
	2015	85.37	55.51	15.22
	2014	85.0	52.08	14.71

Overall a really pleasing set of results. The S5 outdid themselves.

Awards	Year	Level 4	Level 5	Level 6	Level 7
1 or more	2017	100	93.55	77.42	29.84
	2016	102.11	85.92	63.38	27.46
	2015	97.06	87.06	65.88	31.76
	2014	97.86	80.0	57.14	26.43
3 or more	2017	94.35	81.45	54.03	2.42
	2016	96.48	76.06	49.3	4.93
	2015	92.94	72.94	53.53	8.24
	2014	93.57	70.0	47.86	5.71
5 or more	2017	87.10	70.16	39.52	
	2016	88.03	64.08	39.44	
	2015	85.17	58.28	29.38	
	2014	86.3	60.37	29.22	

Again, a really positive set of results from the S6 – particularly happy with the improvement of 1+ and 3+ Highers. Need to get the trend of 3+ Highers consistent, though.

Subjects at Higher in S5:

60-70% pass rate: Computing, Environmental Science, Physics, RMPS

71-80% pass rate: Business Management, Maths

81-90% pass rate: Biology, Chemistry, English, Geography, Human Biology

91-100% pass rate: Administration, Art and Design, Design and Manufacture, Drama, French, Graphic Communication, History, Modern Studies, Music, Photography.

Feedback on things to be done by June 2017:

- Respectful Relationships for Learning launched in June.
Has gone well so far. Refreshed with staff on in-service day. There's a real push to be consistent and persistent. It's a bit early to look at referrals, but there has been comment that the school seems calmer and staff are holding the line. I have been visiting classes regularly and am pleased with what I see. We are trying to intervene a lot earlier with disruptive pupils by getting parents in over the next couple of weeks. Paperwork gone out to collate information to quantify impact.
 - Mobile 'phone rules launched.
I'm seeing fewer 'phones out in class and we have put notices in the designated "Phone Zones".
 - Prefect structure.
The S6 pupils voted on the structure that they wanted and went with 2 Head Prefects and 3 Deputies.
 - Feedback from A Boni's visit was positive. She asked some challenging questions, but is happy with the direction of travel.
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- Actions from F Robertson's visit:

Issues for SMT

- More coherent and strategic work on Change Leadership. (SIP 1.3)
- Stripping back the vision, values and aims so that it drives the school forward. Involve the pupils, staff, parents and community in the development of the VVA. (Working Group, Parent Council and Parents' Meetings)(SIP 1.3)
- Create an ethos of ambition for all. (SIP 1.3, 2.3, 2.4, 3.1)
- Make sure that all stakeholders and partners understand the process of, and reason for, self-evaluation. (SIP 1.3)
- Ensure that the Careers Standard and Work Placement Standard are taken forward in Curriculum Areas. (SIP 1.3)
- Be consistent and persistent in taking Respectful Relationships for Learning, Knox 90 and other developments forward.
- Revisit the Respectful Relationships for Learning processes at every in-service day and during CAT afternoons. (SIP 1.3, 3.1)

Issues for PTCs

- Improve understanding of self-evaluation and how to use it to drive change and improvement. (SIP 1.3)
- Include the Careers Standard and Work Placement Standard in the development of Curriculum Areas. (SIP 1.3)
- Ensure that lessons are more active and less teacher-led. (SIP 2.3)

- Evaluate and challenge teaching and learning processes in all classrooms to improve the standards and expectations for all, creating a culture of ambition. (SIP 2.3)
- Use Leadership of Learning meetings to engage staff with reading, research and current practice. (SIP 1.3, 2.4)
- Create an ethos of ambition for all (SIP 1.3, 2.3, 2.4, 3.1)
- Be consistent and persistent in taking Respectful Relationships for Learning, Knox 90 and other developments forward. (3.1)
- Revisit the Respectful Relationships for Learning processes at every in-service day and during CAT afternoons. (SIP 1.3, 3.1)

Issues for Pupil Support:

- Collate information to be disseminated to the right staff at the right time. (SIP 3.1)
- Evaluate the impact of the new developments. (SIP 1.3)
- Consistent development of the House Meeting structure. (SIP 3.1)
- Implement Child's Planning process. (SIP 3.1)
- Continue to develop the PSE programme. (SIP 2.2)

Issues for Teachers

- Use data to inform change and lead on improvements. (SIP 3.2)
- Have a clear understanding of the Child's Planning process. (SIP 3.1)
- More consistent differentiation in class – for the more able and the less able. (SIP 3.1)
- Take time to plan work with Support Assistants. (SIP 3.1)
- Keep on top of discipline issues – especially low-level ones. Enforce the RRL processes in classrooms. (SIP 3.1)
- Develop lessons that are more active and allow pupils to lead learning. (SIP 2.2)
- Ensure that lessons are paced right – many are too slow. (SIP 2.2, 3.1, 3.2)
- Use formative assessment strategies (SIP 3.2)
- Continue to make use of the digital technology that we have to enhance learning/the pace of learning e.g. using it for home learning. (SIP 3.2)
- Everyone has to buy-in to Learning Conversations, particularly in the BGE, and learning targets need to be revisited way more often than they are in most cases. (SIP 3.2)

Issues for everyone

- Know what we mean by "ambition" for all our youngsters. (SIP 1.3)
- Enforce the Respectful relationships for Learning processes and the Knox 90. (SIP 3.1)
- Need to know what safeguarding and wellbeing looks like in every classroom. Everyone has to embed this as their responsibility. (SIP 3.1)
- Continue to use support information that is sent out. (SIP 3.1)
- Live and breathe the Learning and Teaching Policy. (SIP 3.2)

- P7 Transition completed and all staff had the information that they needed.
- Draft SIP is written and on website – any comments welcome.
- Standards and Qualities Report updated and written – not completed yet.

Other things to mention:

- We are working with Community Learning and Development to start to run a small Duke of Edinburgh Group for the school. We're still at the planning stage but should happen soon.
- Decipher Assist – smoking cessation project. We were the first school in Scotland to do this training a number of years ago and we are the first school again to repeat it with the current S2.
- Heather MacLeod is acting DHT at the moment and will continue in post until Christmas. She has responsibility for Lammerlaw House.
- PT Support for Learning (Dr Lyon) has taken up her post and is already making inroads into her remit, and helping us with our approach to nurture.
- In the light of the results we are reconsidering our usage of the PEF money – probably to finance more nurture-based work.
- Working Groups this year are: Getting it Right for Every Child, Curriculum, Healthy Working Lives, Staff Voice, Raising attainment and achievement, Learning and Teaching.
- We continue to work with Dementia Friendly Haddington – having meals and a café in school at various times to get school pupils and those with dementia together.