

Queen Anne High School

Session 2006/07



James Bellshaw

9th Rector

Appointed

22 January 2007

SECTION 1

Background Information:

The Queen Anne High School of the modern era was founded in 1892, although a school at the court of Queen Anne in Dunfermline can be traced back as far as 1790. Queen Anne High School transferred to its new premises in 2003. As a Public Private Partnership school it was built by the Pinnacle Group and is managed by Sodexo. It has some 26 acres of land which provide excellent outdoor facilities for sport.

James Bellshaw took up appointment as the 9th Rector of Queen Anne High School on 22nd January 2007.

The Associated Primaries linked to Queen Anne High School are: Blairhall, Cairneyhill, Carnock, Commercial, Crossford, Culross, Inzievar, McLean, Milesmark, Pittencrieff, Saline, Townhill and Wellwood.

The school roll is 1696 with an S1 intake of 360. We have 52 pupils on placing requests in our S1. There is a teaching staff of 137 and a support staff of 45. Queen Anne High School is non-denominational and fully comprehensive.

In June 2007, as required by the Parental Involvement Act, Queen Anne High School replaced its School Board with a Parent Council. The current chairman is David Eves. Meetings of the Parent Council are open to all parents/carers of youngsters at Queen Anne and the dates of these meetings are given in the Calendar of Events for Parents or on the school website, www.qahs.org.uk

School Aims:

A group of staff will be working during 2007-08 to review the school aims.

SECTION 2

Evidence Used As Basis for Evaluation of Performance

HMIe Inspection Report	March 2005
Surveys of Pupil and Staff opinion undertaken through questionnaires	October 2006
Analysis of examination results and subsequent departmental reviews	October / November 2006
Fife Council Themed Review	December 2006
HMIe Interim Follow Through Report	June 2007

Range of audit processes used to determine strengths and development needs

During the first half of the year departments engaged, with link Deputes, in an audit of practices using aspects of The Journey to Excellence.

Dimension 1 Engages young people in the highest quality learning activities

- 1a Learning as personal development
- 1b Promotion of active learning
- 1c Meeting children's learning needs

Dimension 2 Focuses on outcomes and maximises success for all learners

- 2a Planning the outcomes of learning
- 2b Assessing the outcomes of learning
- 2c Reflecting on and recording success based on outcomes
- 2d Reporting on success in achieving outcomes.

Questionnaires used with staff, pupils and parents/guardians.

Staff views were determined through discussion and debate on the purposes of education and the qualities that an educated young person should display.

Another source of information was the Fife Council Themed Review of Leading Inclusion. The team of Fife Council staff who visited the school in May 2006 produced their report in December 2006.

Parental opinion canvassed through questionnaires when the Parent Council was established.

Nature of the broad view and focussed audits undertaken

The HMle questionnaires used with pupils and staff canvassed opinion on a broad range of educational issues. Focussed questionnaires were also used with all pupils on the use of ICT in learning and on support for pupils. The Fife Council Review team commented on Leading Inclusion.

Involvement of stakeholders

- Staff: Involved through meetings on the work with A Journey to Excellence.
Individual staff responses to the whole staff questionnaire.
Department responses to progress with HMle action points.
- Pupils: Individual pupils involved in the whole school questionnaires
Individual responses to questionnaires on ICT and Support
- Parents: Parental opinion polled at all parents' nights
Parental opinion sought when Parent Council established.

Summary of Outcomes

Staff, parents and pupils believed that more needed to be done to tackle the bad behaviour of a few pupils.

Staff and pupils felt the school required a more positive ethos.

Staff identified the need for a stronger, more stable senior management team.

SECTION 3

Summary of Priority Areas and Targets at Beginning of the School Year

Key Priorities as identified in the most recent plan

1. Curriculum

Implement the curricular changes suggested by HMle

Post Jan 2007

To Increase the teaching time for subjects in S5 and S6

2. Attainment

Improve attainment in areas identified by HMle

Post Jan 2007

To increase % of pupils achieving 5+ Credits by the end of S4

To increase the % of pupils achieving 3+ and 5+ Highers in S5

3. Learning and Teaching

Improving the quality of learning and teaching across the school to a consistently high standard

Targets:

- To identify best practice across the school
- To ensure every teacher is aware of what constitutes effective learning and teaching
- To ensure that all courses have appropriate pace and challenge
- To ensure every teacher is aware of his / her strengths and Continuing Professional Development needs
- To ensure ICT is an integral part of the teaching process

Post Jan 2007

To provide the correct climate for learning.

- 4. Support for Pupils**
Developing effective, cooperative teamwork across the pupil support team to improve the quality of support for pupils

Targets:

- To improve communication across the pupil support team
- To comply with the Additional Support Needs Bill
- To establish an effective pupil services team
- To agree a pupil support plan

- 5. Ethos**
Improving the quality of staff morale, teamwork, and corporate responsibility for quality assurance

Targets:

- To secure an improvement in staff morale
- To ensure staff have the opportunity to participate in the life of the school
- To ensure a whole school approach to quality assurance

Post Jan 2007

To increase management support for staff
To increase the opportunities for staff to work together

- 6. Resources**
Improving partnership with parents

Targets:

- To improve communication with parents
- To encourage parental involvement in supporting pupils

Post Jan 2007

To implement the Parental Involvement Act 2007

- 7. Management, Leadership and Quality Assurance**
Secure improvements and focus on leadership for learning as suggested by HMIE

Post Jan 2007

To strengthen and stabilise the Senior Management Team

Evaluation of Performance during the School Year

Curriculum

The school continues to offer a broad and balanced curriculum based around the traditional modal structure.

The well-planned flexible arrangements offered in S3/S4 included Access programmes and certification in first aid and citizenship. Effective links with other agencies e.g. Aim Hi, Women's Technology Centre continued and an extensive programme of activities has been arranged for our Christmas leavers. The work in the flexible curriculum is coordinated by a fulltime member of the support staff.

The school continues to link with Lauder College where some pupils sit psychology, media studies, sociology and mechatronics. We have successfully renewed our British Council International Curriculum Award to recognise the curricular interest taken in issues outside the school.

The school has identified revising its presentation policy for S5 and S6 pupils as a priority for the 2007/08 timetable. As a result S5 pupils will have more of a focus on their National Qualifications examinations and S6 pupils will, in general, be working towards further enhancing the number and level of qualifications achieved in S5.

Attainment

Achievements in Reading, Writing and Mathematics at 5-14 have improved this session and are well above the Fife and National averages.

The quality of attainment at S3/S4 is generally good. Improved performance was noted for pupils at Credit (level 5) while performance at Foundation (level 3) and General (level 4) remain at or above Fife and National averages.

The performance of pupils in S5/S6 is good and although it has fallen slightly, it remains better than the National average at all levels.

A rewards system, based on matching pupils' work and attitude to the National Priorities was introduced in S1, S2 and S3. Over 900 parents attended rewards ceremonies.

Under the Raising Attainment agenda the school also progressed the following:

- Tracking of pupil progress S1 – S6
- Target Setting in S4, S5 and S6
- Intensive support for pupils identified as on the border in S4

Evaluation

While attainment is generally above Fife and national levels and is in most cases above our comparator schools, there is no room for complacency.

Attainment and Attendance Information

Part 1

Percentage of S2 roll attaining or exceeding 5-14 Level E

	Reading		Writing		Mathematics	
	Previous level June 2006	Present level June 2007	Previous level June 2006	Present level June 2007	Previous level June 2006	Present level June 2007
School	64	73	57	67	75	78
Fife	65	66	53	55	64	62

Part 2

Examination Performance, S4 and S5/6

By end of S4 - percentage of the relevant September S4 roll achieving:

	5+ awards at level 3 or better			5+ awards at level 4 or better			5+ awards at level 5 or better		
	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
School	91	95	95	80	83	77	38	34	36
Fife	91	90	90	77	75	75	33	31	32
National	91	90	90	77	76	77	35	34	35

By end of S5 - percentage of the relevant September S4 roll achieving:

	1+ awards at level 6 or better			3+ awards at level 6 or better			5+ awards at level 6 or better		
	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
School	48	45	38	29	26	23	11	9	8
Fife	38	37	34	22	21	19	9	8	8
National	39	38	38	23	22	22	9	9	10

By end of S6 - percentage of the relevant September S4 roll achieving:

	3+ awards at level 6 or better			5+ awards at level 6 or better			1+ awards at level 7		
	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
School	34	36	35	23	22	19	17	14	13
Fife	29	29	28	19	19	18	14	13	12
National	31	30	30	20	19	20	12	12	13

Part 3

Attendance

Attendance and absence for school year 2005-06

Total number of possible attendances (pupil half-days)

	S1	S2	S3	S4	S5	S1-S5
School	134,970	126,224	127,792	126,400	76,006	591,392
Fife	1,610,189	1,606,806	1,663,022	1,582,074	1,007,627	7,469,718
National	21,854,854	22,664,072	23,327,750	22,330,578	14,629,677	104,806,931

Percentage authorised absences

	S1	S2	S3	S4	S5	S1-S5
School	6.5	8.0	7.5	8.1	5.9	7.3
Fife	5.7	6.5	7.0	6.3	5.5	6.3
National	6.0	7.2	8.4	8.4	7.8	7.5

Percentage unauthorised absences

	S1	S2	S3	S4	S5	S1-S5
School	1.0	1.6	2.7	3.6	4.3	2.5
Fife	1.8	2.6	3.7	4.7	3.3	3.2
National	0.9	1.4	2.1	2.6	1.9	1.8

Average number of half-days absence per pupil

	Absence recorded 2004-05	Absence recorded 2005-06
School	40.6	38.2
Fife	36.4	36.8
National	37.4	36.4

Learning and Teaching

Examples of excellence in learning and teaching are found across the school. The school's policy on learning and teaching has been revised in line with Council and National advice.

Best practice has been recognised and shared with all staff. Council policies on classroom monitoring have been implemented with class visits undertaken by middle and senior managers.

Progress reports were issued to pupils in S4, S5 and S6 as part of the development of an in house tracking system and a full calendar of tracking for all years in the coming session has been agreed.

The promotion of citizenship across the curriculum was identified as a main strength of the school by the Fife Council Review team.

The work done in collaboration with the Council on formative assessment techniques has been welcomed and many departments are using aspects of that approach well. Council procedures for Continuing Professional Development reviews have been used to identify individual targets. Specially organised 'Making a Difference' courses, run by Fife Council have been well received and very well attended by teaching and support staff. The investment in ICT and the provision of in-house training has helped develop the use of ICT in teaching and learning.

Support for Pupils

Queen Anne High School has effective arrangements to ensure the care, welfare and protection of pupils. The school's support for pupils with complex additional support needs was highlighted as a main strength by the Fife Council Review team.

Pupils have access to high quality support from guidance staff and are appreciative of the level of care and support they received. They feel safe and secure and there are clear procedures for dealing with incidents of bullying.

Queen Anne High School promotes healthy lifestyles by encouraging healthy eating and involvement in a wide range of supporting and other extra curricular activities.

The school has effective arrangements for ensuring a smooth transition for pupils from primary to secondary. There are also very good arrangements for supporting pupils at key stages of transition and for advising them about subject choice.

The Support for Learning staff are committed to providing a quality service and the system of key workers has been strengthened. The School Liaison Group, involving a wide range of external agencies meets weekly to co-ordinate support for pupils with additional support needs. External agencies feel welcome in the school and are actively involved in the school's inclusion strategy.

The Pupil Support Plan has been agreed.

Ethos

Many have a strong sense of pride in the school and contribute to the purposeful working climate. Relationships and morale among pupils is good. School uniform is supported by parents and worn by an increasing number of youngsters.

The prefect system has been refocused to give all pupils in S6 the opportunity for leadership roles. The school prepares pupils well for their future roles in society and encourages pupils to participate in school activities. Senior pupils played a significant part in organising a sponsored walk, community initiatives and a version of the X factor. Regular reports of school events appear in the local press and are also celebrated in other ways. The number of pupils involved in extra curricular activities is impressive. Participants in over 30 different sports were rewarded at a colours ceremony.

School staff work hard to promote a positive atmosphere and make the school welcoming to visitors. In the early part of the year staff worked on Assertive Discipline strategies. New strategies have been introduced for recording instances of indiscipline and systems to ensure faster management support for teaching staff have been put in place.

The appointment of the new Rector resulted in a significant increase in staff morale. A large number of teaching staff and Depute Rectors undertake pupil supervision duties at interval, lunchtime and at the beginning and end of the day. An increased number of staff have been involved in working groups looking at whole school issues and organisational arrangements.

The Parent Teacher Association had a successful year with a wider range of activities and involvements. A bidding system allows departments to access funds raised. The School Board has been replaced with an active Parent Council who have already identified issues of common concern to the Parent Forum.

Resources

The increase in technology across the school is very evident and the allocation of technology to departments is overseen by the ICT committee. The school's Website (www.qahs.org.uk) has continued to be updated throughout the year and has been welcomed by parents. The Virtual Learning Environment is also being used much more.

The Continuing Professional Development budget has been used effectively to meet needs identified through self-evaluation and the Professional Review process. The school funded a significant number of both teaching and support staff to attend "Making a Difference" course.

The school uses an Automated Truancy call system to inform parents of pupil absence.

Management, Leadership and Quality Assurance

A new Rector was appointed to the school in January 2007 and the Senior Management Team was strengthened when two permanent Depute Rectors were appointed in May. These appointments have resulted in more collaborative working and better relationships between teaching staff and Senior Managers.

Systems for supervising pupils at interval and lunchtimes have been introduced and clear statements of our high expectations are given at the reintroduced weekly assemblies.

The Rector meets with a selection of pupils daily and a proportionate programme of visits to classes by Depute Rectors has been introduced to support class teachers.

Improved quality assurance systems have been introduced to our procedures for reporting to parents.

SECTION 4

Other School Achievements during School Year

A great number of opportunities in a wide range of activities are on offer. These are made possible by the enthusiasm and dedication of staff. A high percentage of pupils take part in these activities and behaviour is exemplary.

Examples of activities in which the pupils and staff achieved at the highest level were to be found in; sport, music, drama, foreign travel, Enterprise Activities, Mathematics Challenges.

Achievements in extra-curricular activities are recorded in our daily Newsletters available internally and Newsdesks which are published externally.

SECTION 5 - Main Priorities for Next Session 2007 - 08

Main Point for Action

Improving the quality of teaching and learning across the school to a consistently high standard

Targets

1. Full implementation of the Learning and Teaching Policy
2. To further develop the Tracking Systems within the school
3. To review and evaluate Assessment and Reporting procedures in line with Fife Policy
4. To continue to develop ICT capacities and capabilities across the whole school
5. To provide the optimum climate for learning and teaching in the school

Main Point for Action

Improving the quality of staff morale, teamwork, and corporate responsibility for quality assurance

Targets

1. Continue to develop a strong middle management.
2. To continue to develop a consistent approach to good order throughout the school.
3. To ensure that learning experiences and homework offer a significant challenge.
4. To increase the opportunities for staff to work together on whole school issues.
5. To implement quality assurance consistently across the school.

Main Point for Action

Developing effective, cooperative teamwork across the pupil support team to improve the quality of support for pupils

Targets

1. Interview Support Staff for their views on the strengths/development needs of support for pupils across the school.
2. Conduct benchmarking exercise with questionnaire to all support staff
3. Set up a working group to progress staff views and write new pupil support procedures.
4. Ensure procedures reflect local/national priorities and fulfil statutory duties.
5. Implement any changes to procedure and ensure full staff awareness
6. Regularly review progress

Main Point for Action

Improving partnership with parents

Targets

1. To implement the Parental Involvement Act 2007
2. To amalgamate the operation of the existing PTA into the Parent Council
3. To work with the Parent Council to identify and address areas of development
4. To review and evaluate Assessing and Reporting systems (parental view)
5. To extend the opportunities for sharing information and parental involvement in school events.