

# BANNERMAN HIGH SCHOOL



## STANDARDS AND QUALITY REPORT 2008-2009

# STANDARDS AND QUALITY REPORT

## Key Purposes

To report on progress in implementing the school improvement plan

To indicate the progress made in meeting our agreed targets in appropriate areas

To provide an evaluative summary of the quality of the work across a range of areas in the school

To highlight strengths and identify priorities for 2009-10



*images from a Bannerman year*

## Background Information

Bannerman High School is a co-educational, non-denominational secondary school serving the areas of Barlanark, Baillieston, Carmyle, Garrowhill and Mount Vernon. The school was first opened in 1973 and was refurbished in 2002 through the Public Private Partnership involving Glasgow City Council and the Miller 3ED Consortium. Bannerman has its own Workshop Theatre and a large games hall as well as the usual range of classroom and practical teaching areas. The school also houses an Autism Unit (AU).

Bannerman's six partner Primary Schools are: Caledonia, Carmyle, Garrowhill, Mount Vernon, Sandaig, and Swinton.

Bannerman has strong links with parents, supported by an active Parent Council. Links with the community are forged through community service, charity fund raising, work experience, visiting speakers, enterprise activities and business partnerships. A chaplaincy team, linking with local churches has been established, and chaplains contribute to our assembly programme. Pupils also have opportunities to participate in educational outings both at home and abroad. Members of the community frequently use the school facilities for clubs and activities.

## Our School Aims

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The aim of the school is to provide a safe, happy, ordered and stimulating learning community in which each individual can achieve his or her potential, socially and intellectually, in a caring climate of mutual respect.

Working with parents and the wider community, we seek to develop successful learners, confident individuals, responsible citizens and effective contributors.

(The school aim was revised in 2007, in consultation with pupils, parents and staff)

## Our Main Priorities for Session 2008-09

Our priorities reflected the National Priorities, the Local Authority's Service Plan, our Action Plan following the inspection report published in May 2006 and the subsequent follow-through and school self-evaluation using How Good Is Our School? (HGIOS), as well as an analysis of our SQA results. In addition to our maintenance agenda, the main priorities addressed in 2008-09 focused on Improvements in Performance, to ensure the school attainment trends compared favourably with comparator schools, Learning and Teaching and Meeting Learners' Needs as well as providing increased opportunities for staff to become meaningfully involved in improving the learning experiences of pupils, by engaging in inter-connected curricular groups.

The following specific areas were identified:

1. To continue to improve attainment at all stages
2. To continue to improve the consistency and quality of pupils' learning experiences through inter-connected working and by further implementing the outcomes and aspirations of *A Curriculum for Excellence*.
3. To continue to meet learning needs by ensuring support plans contain appropriate learning targets and by intervening early to ensure maximum success for those pupils likely to drop out of school (MCMC)
4. To continue to increase the involvement of pupils, parents and staff in raising levels of expectations
5. To ensure that healthy living and health promotion are embedded in the school's culture and to achieve *Health Promoting School* recognition.
6. To develop leadership capacity, where those with leadership responsibilities reinforce a culture where staff and learners feel able to exercise initiative and take lead roles within and beyond the classroom.

## Methods of Gathering Evidence

- Analysing the statistical information such as: National Tests, SQA Examinations, Attendance, Leaver Destinations, Exclusions, Bullying and Racist Incidents
- Asking the views of others: pupils, parents, staff and partner agencies .
- Observing Lessons
- Audit of School and Department Plans
- Using HGIOS Quality Indicators
- HMIe Follow Through Report, May 2008
- Feedback from the local authority Leadership Review

## What did Bannerman High School Achieve in 2008-09?

### Curriculum

#### How are we doing?

The overall quality of the curriculum in Bannerman High School is very good. A wide ranging curriculum is offered to all pupils, designed to promote challenge, enjoyment, breadth, depth and progression. Enhanced provision is made to meet individual needs, for pupils at all levels. On some occasions this may include early presentation for national examinations, where this is appropriate.

- Princes Trust XI groups promote personal development for certain pupils in S3/4 as an alternative to a modern language.
- Glasgow City Council Prevocational Courses are offered and successfully undertaken by a range of pupils in S3/4
- Arrangements for setting in S2 are in place in some subjects (English and Mathematics) and in Mathematics in S1
- Higher Psychology is delivered in Bannerman High, by a college lecturer
- Fast Tracking takes place for all S3 Administration pupils, allowing them to be presented for Intermediate 1 in S3
- One pupil achieved an A in Higher Spanish in S3, another S4 pupil achieved A in Higher Music and an S1 pupil achieved grade 1 in Standard Grade German
- A Money Management course was developed and delivered to S5/6, by the Business Education department, as part of a lifeskills rota
- Tai-Chi is delivered for pupils in the Unit, with two other pupils also attending

- Enterprise activities have taken place in most year groups.
- iMacs are being used in Art & Design and animation is being developed
- ‘Scratch’, a graphical based programming environment was introduced to S2 and Webplus X2 website creation software introduced to S2 and S4 computing courses
- Hospitality pupils in S5/6 again participated in the culinary excellence programme, including serving a banquet at the Millenium Hotel and a placement in Marseille
- S4 pupils in Hospitality, sat and passed the Royal Environmental Health Institute of Scotland exam
- Autodesk Inventor software introduced to support Higher/Intermediate 2 Graphic Communication
- Metalwork projects have been reintegrated into the Craft & Design department thanks to the receipt of a new forge
- S3 Drama Students worked with LTS and TAG to produce the DVD ‘Small Change’ which will be distributed throughout Scotland as a financial education pack in August 2008.
- Modules in Social and Communication skills were piloted by the Autism Unit, in conjunction with the National Autistic Society
- Plans for interconnected working in Art, Drama and Music for the coming session have been developed.
- ‘Big Writing’ has been successfully introduced to S1 English, in conjunction with partner primaries
- Almost all S3 English classes now involved in the reading programme, which encourages pupils to read a wide range of texts
- Community Sports’ Leader Award introduced into the senior school PE option

### How do we know?

HMIe stated,

*“At S2, pupils studied a broad range of subjects. Pupils had contact with an appropriate number of teachers each week. Pupils’ skills in information and communication technology (ICT) and in working with others were being developed systematically.”*

*“At S3/4, almost all pupils studied eight Standard Grades or its equivalent.”*

*“At S5/6, almost all pupils were able to make progress from their studies in S4.”*

*HMIe 2006*

*“The school had introduced a more flexible approach to the curriculum, with both Standard Grade and National Qualification courses available to meet pupils’ varied learning needs. Alternative provision, including workplace visits and lessons in employability skills, had provided a more relevant learning experience for some pupils”*

### *Follow Through Report, May 2008*

Attendance levels at prevocational courses

- Flexibility in presentation for examinations, to meet pupil needs
- Pupil surveys (2007-08) indicate pupil agreement with the statement, “*I was able to study my first choice of subjects*” This was particularly strong at S5
- Special curricular support was established for those pupils disengaged and unlikely to achieve three or more awards a SCQF level 3, resulting in 97% of the S4 roll attaining this measure.
- Plans were made for the implementation of new rotas in S1 creative and aesthetic subjects and S1/2 Social Subjects to support interconnected learning in these areas

#### **What are we going to do now?**

- Continue to explore curricular links through “*A Curriculum for Excellence*”, with particular emphasis on pupil choice
- Monitor the new rota system in Creative and Aesthetic subjects, with the intention of building in greater elements of pupil choice
- Continue to identify time for inter-connected working

## **Attainment**

#### **How are we doing?**

The overall quality of attainment in session 2008-09 continued to improve. Looking at the three year trend from 2007-09, Bannerman High School performed better than schools with similar characteristics in the following areas:

Percentage of S4 roll achieving 5 or more awards at level 4 (General/Intermediate 1)

Percentage of S4 roll achieving 5 or more awards at level 3 (Foundation/Access)

Percentage of S4 roll achieving 5 awards at level 6 (Higher) at the end of S5

In the same period, Bannerman High School performed much better than schools with similar characteristics in the following areas;

Percentage of S4 roll achieving 5 or more awards at level 5 (Credit/Intermediate 2)

Percentage of S4 roll achieving 3 or more awards at level 6 (Higher) at the end of S5

Percentage of S4 roll achieving 5 or more awards at level 6 (Higher) at the end of S6  
 Percentage of S4 roll achieving 3 awards at level 6 (Higher) at the end of S6

An annual presentation of pupil achievement in exams is delivered to all pupils, setting challenges for each year group as they move through the school.

During the session, a range of parental induction meetings was held and target setting and pupil tracking extended, using CATS information and departmental predictions. A NABs calendar was issued to parents and a number of assemblies devoted to achievement, time management and study techniques.

### How do we know?

- The HMIe follow through report stated, “*The school had made good progress*” in improving attainment at all stages.
- Statistical analysis (STACs):  
 38% of the S4 roll gained 5 or more awards at SCQF Level 5 (Credit) or better.

84% of the S4 roll gained 5 or more awards at SCQF Level 4 (General)

93% of the S4 roll gained 5 or more awards at SCQF Level 3 (Foundation)

These are Bannerman’s best ever results for many years

7% of pupils (from the S4 roll) gained 5 or more awards at SCQF Level 6 (Higher) by the end of S5. Although a drop in one percent from last session, the pupils did better than would have been predicted from their Standard Grade results.

19% of pupils (from the S4 roll) gained 3 or more awards at SCQF Level 6 (Higher) by the end of S5.

Percentages are based on the relevant S4 roll.

Attainment by the end of S6 increased over all, with pupils adding to their qualifications.

19% of pupils (from the S4 roll) achieved 5 or more awards at SCQF Level 6 (Higher)  
 30% of pupils (from the S4 roll) achieved 3 or more awards at SCQF Level 6 (Higher)

7% of pupils (from the S4 roll) achieved at least one award at SCQF LLevel 7 (Advanced Higher). This is the highest number ever.

- School and departmental analysis of pupil performance in SQA examinations
- Analysis of National Assessments in English and Mathematics

### **What are we going to do now?**

- Continue to extend tracking of pupil progress.
- Continue to utilise CATS in target setting in S3 and S4
- Extend target setting to S5
- Continue to implement action plans in subject areas where performance is below what would be expected
- Track attainment of pupils in alternative provision
- Continue to extend partnership with parents in supporting learning.

## **Learning and Teaching**

### **How are we doing?**

The overall quality of learning and teaching is very good. A range of teaching approaches is employed with increasing opportunities for the use of ICT; the total number of projectors and smartboards in classrooms to 63. Powerpoint study guides have been updated and extended in a number of departments, for example, Technical, Computing, Business Education. MP3 players were purchased for Modern Languages, facilitating group exercises in listening.

Active and cooperative learning strategies have been introduced across the curriculum and opportunities for early presentation provided, where appropriate, to individual pupils. All S1 pupils participated in a CSI day, delivered by Strathclyde University. This provided opportunities for team work, critical thinking and the development of a variety of practical skills. Greater use of interactive teaching has been made in Social Subjects, for example, mock elections in S2 Modern Studies and the trial of Robert the Bruce in S1 History. An enquiry exercise for S2 Geography comparing life in Japan, Kenya and Brazil, involved pupil choice, pair work and the final production of a powerpoint presentation with peer evaluation. A number of field trips including visits to the Scottish Parliament, Edinburgh Royal Botanic Gardens and participation in the Stockmarket Challenge have taken learning outwith the school. Additionally, S2 pupils participated in a language carousel. This was held in school but was taken by a number of outside speakers who presented pupils with the opportunities a sound knowledge of a foreign language would present for them. A second carousel was also attended in the City Chambers

There has been an increase of interconnected work across departments, for example Scottish myths and Legends across Art, Drama and Music in S1, the ipod stand and cover for S1 pupils in Technical and Home Economics, Higher essay writing between English and Drama. A new health and fit-

ness diary was developed between PE and Home Economics, and this will be used with S1/2 in the new session.

Pupils have been challenged to learn independently and the S2 Library Research Project resulted in pupils producing work of a high standard. Increased use of investigations in Science has been introduced to further develop thinking skills.

“Culinary Excellence” has continued to provide learning opportunities in the catering industry at home and in Marseille and has provided pupils with the opportunity to extend their skills outwith the school environment.

Assessment for Learning techniques are employed by teachers to provide quality feedback and a shared area on the network has been established. Staff regularly set targets with pupils.

Planning of courses, preparation and monitoring are very good with Principal Teachers employing a range of monitoring strategies within their departments. There are increasing displays of pupil work and pupils are more actively engaged in their learning.

The annual Principal Teacher Conference, facilitated by Glasgow University, focused on the progress made in developing a professional learning community within Bannerman High, with a clear focus on pupil learning.

### **How do we know?**

- Evidence from HMIe:

*“Almost all teachers interacted well with pupils and provided clear instructions and explanations. Direct, interactive whole-class teaching was used effectively in most lessons. Most teachers used questioning effectively to explore and develop pupils’ understanding.”*

*“Most teachers set appropriately high expectations for pupils’ work-rate, attainment and behaviour.”*  
May 2006

*“Teachers were making greater use of ICT to engage pupils in their learning. Overall, teachers now shared the aims of lessons with pupils and used questioning techniques well to develop pupils’ thinking skills. Pupils were enthusiastic and engaged in their learning.”*

*Follow Through Report, May 2008*

- Departmental monitoring by Principal Teachers and Senior Managers, showing pupils more actively engaged
- Lesson observation by PT and SMT now extended to interconnected groups

- A number of staff are actively involved in a range of SQA duties or support the Education Improvement Service (EDIS)
- Staff have regularly met in cross curricular groups to discuss matters relating to “A Curriculum for Excellence” and building a professional learning community
- Pupil evaluations indicated that they had lots of opportunities for active engagement in their learning.

### **What are we going to do now?**

- Continue to make opportunities available to staff to share good practice, and make use of an inservice day to do this
- Continue to extend the range of teaching strategies employed (co-operative learning)
- Continue to develop interconnected working to allow pupils and staff to make learning connections across subject areas
- Continue to ask pupils about their learning experience
- Encourage greater parental involvement in learning

## **Support for Pupils**

### **How are we doing?**

The quality of support for pupils is very good. Pupils’ needs are identified through extensive primary/secondary liaison and relevant information is distributed to all Principal Teachers through a Support for Learning Information File. Strategies are in place to support not only those with learning needs but also more able learners.

Support for Learning staff and Pastoral Care staff have received training in Additional Support for Learning, in particular writing support plans.

An additional primary trained member of staff continues to work with support for learning and this has enhanced provision within the school and in the transition from primary as she spends part of the week working in partner primary schools. She also teaches pupils at the early stages of 5-14 in mathematics. The nurture group has been continued for S1 pupils, with the lead teacher being invited to participate in national conferences. One member of staff has had “Feurstein” training to further enhance provision.

CATs (cognitive ability tests) continue to be used in S1 to support pupils in increasing levels of expectation and to assist in monitoring progress. Tracking of pupil progress has been enhanced by the file maker pro system which is now used in most departments.

The Early Intervention Design Team, consulted staff and devised a system which will allow staff easy access to pupil tracking information, using Click & Go. This system should provide a means of identifying early intervention to support learning.

House Captains continue to be elected from S6. House Captains ran house council meetings and met weekly with the Headteacher and DHT (upper school) to raise any matters relevant to the pupils. They also met with new staff applying for posts in the school and assisted with aspects of school improvement.

The annual Citizenship and Values Conference, attended by our local councillors, was again available for S6, raising their awareness of civic responsibilities.

The school counsellor continues to be a valued resource, pupil evaluations indicating that they find this service of great benefit.

Pupil support is high on the agenda and is addressed in a variety of ways:

- Enhanced transition programme for vulnerable pupils identified at P7
- An additional member of the Support for Learning and Behaviour Department continues to be funded from the “alternatives to exclusion” budget
- “Bannerman Buddies” (S5/6) support new S1 pupils
- S6 Tutors support S1 pupils in literacy and numeracy and receive a weekend’s training to help them fulfil their role
- A school based counsellor has been in post for four sessions and has been positively evaluated by pupils
- Close liaison with the Careers Service
- Range of work/career/enterprise related activities: jobs fair, Careers Convention
- Platinum Enterprise Award achieved by the school
- Availability of Supported Study classes and informal support at lunchtime from a variety of departments
- Easter Revision Courses
- Additional Support Plans (ASPs) are in place for pupils with additional support needs
- Involvement with Celtic FC/Active Steps Programme
- The Inter-Agency Support Team meets regularly to support our most vulnerable young people
- Close working relationships with educational psychologists, the reporter, social work, Direct Access and the school nurse ensure appropriate support is identified
- Focus on Health Education, and the introduction of the Health and Well Being Diary
- Health Promoting Status gained
- PSE programme and visiting speakers
- A variety of support groups exist, for example “Seasons for Growth” for pupils who have experienced loss
- Pupil representatives on the Parent Council
- Successful integration into mainstream classes of pupils from the AU
- High profile of the library/librarian as a crucial resource in supporting pupils

## How Do We Know?

- HMIe identified this area as a key strength of the school:

*“The quality of pastoral care and support for pupils, including those with communication disorders (is a key strength).”*

*“The school gave high priority to ensuring pupils’ care and welfare...Pupils felt very well supported by the pastoral care team and confident that staff would take prompt and effective action to deal with their concerns. Pastoral Care and Support for Learning staff had very good knowledge of their pupils and were working with an extensive range of agencies.”*

*“Overall, programmes in personal and social education (PSE) were very well planned.”*

- PSE course outlines
- Tutor Programme
- Health Education Policy
- Bereavement Policy
- SQA statistics
- Leaver Destinations
- Attendance Statistics
- Exclusion Statistics
- Pupils in alternative provision but maintaining links with the school
- Pupil Evaluations

## What are we going to do now?

- Further develop target setting with pupils, particularly in the upper school
- In keeping with the professional learning community and early intervention, provide time for pupil conferences to allow staff opportunities to discuss what learning strategies work for pupils who may become disengaged or underachieve.

## Resources

### How are we doing?

While the school was refurbished in 2002, it is frequently used for “lets” as well as housing a large pupil population and subsequently the fabric is showing some signs of wear and tear. HMIe stated,

*“The overall quality of accommodation was adequate. A recent refurbishment had improved the use of space and the appearance of many parts of the building.”*

*May 2006*

Continued improvement to the environment has taken place, with increased evidence of high quality displays of pupil activities and work. Of particular note is the high quality photographic displays of pupils engaged in a wide range of activities.

As yet no action has been taken by the authority on the co located partnership nursery.

A state of the art fitness suite has been established, and all core PE classes participate in a fitness block, using the new facilities, which are also available after school.

Proposals for new synthetic pitches, for school and community use, have been agreed and work should commence in summer 2010.

Many public areas of the school were repainted and some classrooms in drama and music recarpeted.

#### **How do we know?**

- Evidence from HMIe:

*“Senior managers and staff used well-developed procedures for staff review and for planning appropriate in-service training.”*

*May 2006*

*“The amount and quality of displays around the school had increased substantially”*

*HMIe Follow Through, May 2008*

- Improved corporate identity
- Impact of training on learning experiences
- High quality displays

#### **What are we going to do now?**

- Continue to improve the school environment
- Target litter dropping

## **Management, Leadership and Quality Assurance.**

#### **How are we doing?**

Quality Assurance procedures within the school are very good. Staff, pupils and parents are committed to planning and implementing strategies for improvement.

Procedures for Staff Review and Development are very good. Bannerman High School operates within the authority's Professional Review and Development (PRD) policy, with Senior Managers conducting PRD meetings with their link PTs, who subsequently review departmental members.

The whole school improvement plan is prepared following school evaluation and consultation. Principal Teachers, in consultation with departmental staff, produce departmental improvement plans. Parents complete evaluations after each parents' evening, in alternate years, and these are collated on a year group basis and areas for improvement identified. The Headteacher replies to any parents who make written comments on the evaluation.

This session, a School Improvement Group was established, to consult with staff on further areas for improvement within the school.

The school captains presented an audit of the school, from a pupil perspective, and compiled a report for inclusion in this document.

The Headteacher and link SMT meet annually with PTs to discuss SQA results; additional meetings follow the prelims. In some cases, further meetings take place if action plans are required. Senior Managers meet with link PTs twice a year to discuss progress with the improvement plan.

The Headteacher meets monthly with the representatives of the Professional Associations and two support staff representatives to discuss any matters of concern or areas for development.

Classroom observation is undertaken by SMT and PTs. Members of staff across inter connected departments, also observe each other. The feedback from observed lessons has been improved, with a focus on discussion between the observer and teacher, discussing strengths of the lesson as well as any challenges and opportunities for development.

Following the 2008 PT Conference, the development of Bannerman High as a professional learning community has supported leadership development within the school. This has resulted in a remodelling of PT meetings- all meetings now involve PTs working in small groups to identify strategies for improvement in areas they have identified, for example, pupil reporting. Opportunities are also provided for reading and discussing texts related to learning, teaching and leadership.

This approach is now being rolled out across departments, with some PTs adopting this concrete means of distributed leadership, where any area for development is identified by the staff group and a strategy developed to address it.

Several design teams (working groups) have now been set up across the school.

The 2009 PT Conference, again facilitated by Glasgow University, had a focus on leadership styles.

A number of staff have been successful in gaining appointment to promoted posts in the school and beyond.

## How do we know?

- Evidence from HMIE:

*“The school had used a range of approaches to evaluate and monitor its work. Staff had regularly used nationally published quality indicators to conduct an audit and produce an evaluative report on standards and quality. Senior managers and subject heads used published analyses of attainment information very effectively to identify weaknesses and plan improvements. Pupils, parents and staff had been consulted regularly in preparing priorities for school improvement plans.”*

- Whole school audit
- Pupil Evaluations
- HMIE report
- Refined improvement planning format in line with HGIOS 3
- Notes from link meetings
- Departmental Action Plans
- Minutes of meetings
- Leadership Review

## What are we going to do now?

Continue to work on building a strong learning community within Bannerman High School

## Ethos

### How are we doing?

The ethos in Bannerman High is very good. Extensive development in this area has taken place during recent sessions and improvement has been noted by visitors to the school. There is a greater sense of identity with the school and our school community now has confidence in its ability to achieve. Learners’ achievements in the school and community are regularly celebrated.

Ready for Success, Dress for Success and Prepare for Success have been implemented, in the last three years, after consultation with pupils, parents and staff. School uniform is now well established and is worn by all pupils. House Captains are now established and are elected annually by S6 and staff. Class representatives are elected from each tutor group and form the pupil council.

An Eco-School Committee has been established and recycling projects initiated. The Fair Trade Group continues to be active, running a weekly shop. Charity Fundraising continues to be a prominent feature of school life, with S1 pupils alone, raising over £4500 for Marie Curie with their bookathon.

Excellent opportunities exist for senior students to contribute to the school community. All S6 attend a one day conference on citizenship and values, which includes a session with elected members. Senior pupils participate in the Mark Scott Leadership for Life, Buddy training and Peer Tutor training. For the last four sessions, pupils have participated in the Scottish Space School. An annual Ball marks the culmination of S5 and S6. S6 also produce a Year Book.

The school chaplaincy team meet regularly and as well as the service at Christmas, a Welcome service has is held for new S1 pupils. Chaplains contribute to the S1,S2 and S3 assembly programme on two further occasions, in the course of the session. It is hoped that this will be extended to S4.

A wide range of extra curricular activities is on offer to pupils, both recreational and subject related. The English department and the librarian have entered teams for the Kids' Lit Quiz and The Times National Spelling Bee, and on both occasions Bannerman came very close to victory! A number of theatre visits have taken place, including "The Wizard of Oz" for S1 and "Educating Rita" for seniors. An extensive range of physical activities are available to pupils after school, as are cookery, photography, Modern Languages, craft and electronics clubs. Regular excursions to the Science Centre take place. The school annually participates in the Future Chef competition and the Duke of Edinburgh Awards Scheme plays an important part in the life of the school. Indeed, the Earl of Wessex visited Bannerman during the session and spent time discussing the Award with Bannerman young people.

A school show takes place annually, as well as inter house sports and fete and an activities week. Sports teams regularly participate in the Glasgow and Scottish Schools Athletic Competitions. Bannerman football teams were extremely successful last session, and an inaugural Footballers' Dinner took place in the Milenium Hotel. Together with the extensive range of extra-curricular activities, the sporting activities in the school were recognised when Bannerman High was named the Evening Times Sports' School of the Year. Further recognition was achieved when a group of S3 pupils won the "15 Minute Shakespeare" competition, with their performance of "Macbeth" and S3 art students won a gold award, and special coomendation, in the prestigious Art Gallery Competition School outings, at home and abroad, are a regular feature of school life.

The school actively encourages links with the community and displays of art work are on show in the local library. Active citizenship is encouraged and pupils have visited the Scottish Parliament and the Holocaust Memorial at the GFT. A regular pupils' surgery is held monthly the local MSP. A group of S3 pupils paid tribute to a local hero who had received the Victoria Cross. The spoke at the unveiling of a plaque to commemorate the life of William Reid.

An annual award ceremony celebrates the achievements of young people throughout the year.

## How do we know?

- Evidence from HMIE:

*“The school’s ethos had improved during the last year. The successful drive to encourage all pupils to wear school uniform and improvements made to the environment had led to a greater sense of pride and community spirit. Staff felt that relationships and morale had improved.”*  
HMIE, May 2006

*“...pupils and staff identified strongly with the school and felt empowered to lead initiatives. Morale amongst staff and pupils was high.”*

*HMIE Follow Through, May 2008*

- Increased displays of work and photographs of pupil activities
- Charities Committee
- Buddies and Peer Tutors
- Bannerman Ball
- S6 Conference
- Talent Show
- School Show
- String Group, brass group, school choir
- Range of extra curricular activities
- School Sports and Fete
- School excursions, home and abroad: Belgium, London, Alton Towers
- Theatre visits
- Curricular visit
- Visiting Musicians/Artists
- Annual Reading Fair
- Scottish Space School
- Duke of Edinburgh Award

## What are we going to do now?

- Continue to develop opportunities for pupil involvement in school improvement
- Provide training in running good meetings for the pupil council representatives
- Provide further opportunities for religious observance
- Introduce a PE uniform

## House Captains’ Report

As the S6 House Captains for the session 2008 – 2009 it has been our task to actively contribute to the development of school ethos. Involved with many aspects of school life, we have fulfilled our role with enthusiasm and commitment and hope that this level of success and progression will continue to be achieved in the years to come.

Firstly, we feel that the Pupil Council has been much more effective this year than in previous years, mostly due to increased publicity via the individual House notice boards which were utilised to a high standard this year, becoming more prominent within the school consciousness. We feel that this session, the House Council has brought a much stronger sense of community and fellowship to the Houses, giving pupils a real sense of responsibility and making a noticeable difference to the life of the school.

As it is the House Captains' responsibility to encourage healthy competition between the Houses, the inter-house sports competition was once again an ongoing feature of school activity. The Sports Captains have done a fantastic job this session in supporting the House Captains and encouraging teamwork within their respective Houses to achieve victory.

The school's fitness suite, new this year, has been particularly important in promoting a healthy lifestyle, with it being used by many of the pupils and proving to be an overall success. Both the school show and talent show have featured on the school calendar this session which have continued to aid the school in nurturing its pupils' talents and promote a positive message of confidence, self-belief and teamwork to the pupils.

The House Captains have also been involved in improving the building itself. Through the link we provide between the pupils and the Senior Management Team, issues regarding the condition of school toilets, the football pitches and lockers were all brought to attention and improved. New locks and hand dryers were installed in the toilets and the addition of lockers in P.E to store pupil belongings is an issue under constant discussion.

The "Buddy" system and peer tutoring programme continued their success this year, once again giving the senior pupils the chance to give back to the school by helping the first year pupils cope with the transition from primary school to high school.

This year's S6 conference played a key role in allowing for these improvements as it gave pupils the chance to voice their issues with members of parliament including Margaret Curran, who has since visited the school on several occasions for pupil consultations.

The learning survey carried out this year aided by the House Captains has had a positive impact on the school by identifying areas in terms of both class-work and school attitudes where there may be a need for improvement. Issues such as more varied study techniques will surely be incorporated into the curriculum next session.

This year has seen a greater number of charity events take place within the school which have really united the 6th year pupils, all of whom have shown great pride and dedication towards the organisa-

tion of these events; making posters, cutting and numbering tickets and then selling these tickets throughout the school. The charity committee has been extremely successful this year in its preparation for these events, showing consistent teamwork and enthusiasm. Children In Need day this year proved to be a great success with the S6 pupils organising afternoon performances of “I’m A Teacher, Get Me Out Of Here” and “Bannerman Fortunes” which brought together both pupils and teachers to stage a pair of enjoyable shows. Yellow Day in support of the Livestrong and Prostate Cancer charities was a first for the school this year and after convincing the SMT, Comic Relief “Dress Funny For Money” event also took place, both of which were successful and we hope will become staple events in the school calendar.

Our hopes for the school in future would be for more individual House activities to take place as these would encourage better teamwork within the Houses themselves as well as promote pride and enthusiasm in pupils, using House competition as an incentive for this kind of mindset and behaviour. We also hope for further improvements to the pupil council to continue the developments made this year. We believe that by increasing publicity of the pupil council class representatives would feel more involved and able to make a difference to school life. Finally, we feel that in such a small year group like S6 it is important that pupils develop very close bonds thus inclusion of S6 privileges, such as a private study area and study periods, is an essential part of school life which should be catered for in future as these privileges give pupils the opportunity to get to know one another and develop the strong sense of friendship and community which we 6th years have felt this year.

It has been an honour for us to assume on the role of House Captains this year and we would like to wish the new House Captains the same success that we have achieved for the new session.

