

**INVERALMOND COMMUNITY HIGH
SCHOOL**

***STANDARDS & QUALITY
REPORT***

SESSION 2008/2009

INTRODUCTION

Inveralmond Community High School is pleased to share its evaluation and improvements during the session 2008/2009 within this Standards and Quality Report. It was a particularly challenging year with the refurbishment work and a West Lothian School Review, and we are very grateful to the parents, the Parent Council, the Parent, Staff Association, the Inveralmond Learning Cluster Schools and the West Lothian Education Authority for their valuable partnership, contributions and continued support throughout this session.

It has been a successful year with good progress in attainment and achievement and we would especially like to congratulate and thank the pupils and staff for their continued effort, enthusiasm and hard work.

We have looked to establish more robust self-evaluation at Inveralmond Community High School to enable us to meet the needs of the whole school community. The School Review reflected upon a satisfactory response in every area of the action plan with good progress in the key areas of Self-assessment, Additional Learning Needs, Modern Languages, Primary School Transition and in Pupil Tracking and Monitoring. The Review agenda will form a significant part of the 2009/2010 School Improvement Plan.

This year's progress and development indicates that the school is now in a better position to sustain improvement.

BACKGROUND INFORMATION

Inveralmond Community High School is a non-denominational, 12-18, mixed comprehensive school, serving the communities of Craigshill, Ladywell, Howden, Eliburn and Livingston Village in Livingston, West Lothian. The school was built in 1979 and is currently undergoing a £19.8 million refurbishment. For session 2008-2009 the school roll increased to 1130, continuing its recent growth, and reflecting the growing confidence from the local community, and the successful partnership of the Inveralmond Learning Community Cluster. The catchment area has a wide socio-economic mix and includes some of Livingston's most deprived council wards. The Free Meal Entitlement is the highest amongst West Lothian's secondary schools at 22%, and the number of ethnic pupils continues to grow.

Session 2008-2009 was a challenging, and successful year for the school. There were staff changes due to staff promotions, retirements, maternity leave and long-term illnesses, and the major building work continued with a 'decant village' of twenty classrooms housing the subject areas displaced by the renovations.. However the school continued to successfully offer pupils a wide and expanded range of learning experiences and to manage improvement throughout the session by implementing the main priorities detailed in the 2008-2009 School Improvement Plan. This Standards and Quality Report evaluates progress made and is set within the context of the HMIe 'The Journey to Excellence' and the National Priorities in Education. It is measured against self-evaluation quality indicators within the HMIe publication "How Good is our School?" (JTE part 3) and "Child at the Centre" (CAC).

EVALUATION

This S&Q Report has evaluated the school's performance against the new HGIOS indicators, and gives examples of our work from across the ten dimensions to illustrate the agreed evaluations of our practice.

No	Quality Indicator	Evaluation
1.1	Improvement in Performance	Good
2.1	Children's Experience	Good
5.1	The Curriculum	Good
5.8	Care, Welfare and Development	Very Good
5.9	Improvement through self-evaluation	Satisfactory

Evidence to support this report has been gathered from the following:

Quantitative Data	People's Views	Direct Observation
<ul style="list-style-type: none"> • Exam Results/STAC Analysis • Pupil/School Achievements • 5-14 levels of attainment • Pupil Progress from prior levels of attainment(CAT Results) • Analysis of key performance data (attendance, exclusion, staying on rates, destinations) 	<ul style="list-style-type: none"> • Staff feedback • Annual SIP Review • Team Meetings • Parent Council & PSA • Parent Surveys • Pupil Council • Community Groups • LEA Review 	<ul style="list-style-type: none"> • Pupils' Work • Pupil shadowing • Lesson Observations • Curriculum Improvement Plans • Monitoring and Tracking • Peer Observations • HMI Good Practice Visits

Vision and Values

Inveralmond Community High School's vision is drawn from the Five National Priorities, the core values contained within A Curriculum for Excellence, and the direction given by West Lothian Council.

Mission Statement

'To provide education of the highest quality for all pupils, which will meet their educational, personal and spiritual needs and to enable them to become successful learners, confident individuals, responsible citizens and to make an effective contribution to society in their present and future lives.'

"Learn Develop Achieve"

Inveralmond Community High School aspires to becoming a learning organisation capable of continuous improvement - renowned for the excellent quality of learning and teaching, care and welfare and support that it provides to maximise student achievement.

In carrying out all aspects of our work, we:

- conduct our business with integrity, impartiality, fairness, tolerance and mutual respect;
- value diversity, promoting social inclusion - in an environment where everyone is welcome; and seek progress through partnership, working closely with people with whom we share a common purpose.

1. Attainment and Achievement

- To ensure a broad and balanced curriculum, developing to provide our pupils with the best possible learning opportunities and experiences.
- To ensure that all learners are able to realise full potential through the promotion and recognition of achievement and excellence.
- To provide the highest quality of learning and teaching experiences to enable our pupils to enjoy their education and develop positive attitudes towards learning.

Through: Continuing to focus on formative assessment and develop active learning strategies to offer enhanced teaching and learning, and by developing a Curriculum for Excellence with appropriate accreditation to meet the needs of our pupils.

2. Framework for Learning

- To provide a welcoming, safe and caring environment enhanced by refurbishment and new community facilities in which each learner is valued and supported.
- To improve the quality of educational experiences for learners through a programme of continuing professional development for all staff.

- To ensure that all learners are able to experience a calm, positive and safe environment that promotes good behaviour, self-discipline and respect for others.
- To provide a PSE programme designed to meet the changing needs of our pupils.

Through: Developing the behaviour and rewards policy 'Aspire', continuing the development of the pupil tracking system, and through the building and refurbishment plans and the expansion and upgrading of the ICT resources.

3. Inclusion and Equality

- To provide an effective support system for all learners, including an appropriate personal and social programme of study, recognising the need for 'Healthy' pupils, and so support academic achievement.
- To implement and interpret the guidance contained within the Authority's 'Continuum of Support' in order to provide for our most disadvantaged youngsters.
- To provide enhanced support to the increasing numbers of EAL pupils.

Through continued awareness-raising of the ASL act, and by providing staff with the training to meet the gaps in our provision, by carrying out a revision of the PSE programme, and an ongoing commitment to the Health Promoting Schools initiative.

4. Values and Citizenship

- To provide pupils with opportunities to develop knowledge and understanding in relation to their duties and responsibilities of citizenship in a democratic society.
- To build and maintain effective partnerships between the school and its parental body, external support agencies and the wider community.

Through the continuation and development of citizenship activities in existing schemes of work, international links, the development of the School's Council, and the continued support of the ILC Cluster Schools Council and by maintaining our commitment to voluntary and charity work.

5. Learning for Life

- To develop in our pupils' creativity and ambition through their curricular and extra-curricular experiences as offered by the school.
- Develop Lifelong Learning partnerships with FE and local business.
- To provide an opportunity for pupils to see and where possible to experience the advantages to be gained from learning, and to emphasise the part it will play in shaping their futures.

Through the develop of study skills, enhancing cross sector activities designed to support the transition from primary to secondary, and from pupil opportunities to experience the world of work, youth training and FE/HE.

PROGRESS MADE TOWARDS THE PRIORITIES in the School Improvement Plan 2008-2009

Priority 1: Raising Attainment and Achievement

To raise the attainment and achievement of all pupils through enhanced learning and teaching

Good progress was made in this area and there has been significant improvement building on the last 4 year's performances. Evidence indicated that:

- The curriculum has been broadened to offer more personalisation and choice by expanding links with further education, through the development of education business partnerships, international partnerships and in-school vocational courses.

- Staff CPD has focussed on Assessment is for Learning, Differentiation and the use of ICT. Good practice was shared between staff and good practice folders developed. Active learning was promoted as a key component of a Curriculum for Excellence and there has been revision of our programmes of study to engage with the new CfE Outcomes and Experiences.
- The number of pupils staying on to S5 and S6 increased to over 250 - the average school attendance is now over 90%.
- The 5-14 levels in English have improved in response to the faculty focus and initiative.
- SQA Results have improved in S5 - the 'Highers' performance indicators reached a 'best ever' at each level (see - appendix for details and comparisons)
- The 5+ Credit pupils increased by 2% to 24% - a new high for S4. The L3 and L4 results were also lifted to give 'best ever' statistics
- Performance from girls is back in line with the boys, and absence from examinations was very low.
- The feedback from the new S5 Parents' Evening 'Supporting Study' was very positive. Parental involvement has been promoted through the development of the school website.
- Study support was enhanced to offer more revision opportunities - attendance at LEA master classes was excellent and the Access3 Recovery Programme a major success. Feedback from the S4 study techniques day was good.
- The pupil support staff are directly involved in raising pupil attainment strategies and in SQA special arrangements. Mentoring was expanded to focus on pupils at all levels and student tracking was focused to identify and help borderline pupils. Data was routinely used to raise expectation within the tracking and monitoring interviews.
- Pupil achievement was recognised in a wide number of non-academic areas and celebrated in the Annual Awards Ceremony in June. This included winning 3 West Lothian Stellar Awards, Awards for Enterprise, winning the West Lothian Debating Shield, winning the West Lothian U/16 boys' football league and representation in county and national sports team squads, and with participation in the Excellence in Schools Sporting Programme.

Next steps:

- Raising and Attainment/Achievement will remain a key priority in the 2009/2010 School Improvement Plan. There will be a focus on curriculum development in line with A Curriculum for Excellence and the development in response to the new Assessment Framework.

Priority 2: Inclusion and Equality

To Promote the Curriculum for Excellence Outcomes and Experiences in Health and Well-being

Progress in this area has been good. Evidence shows:

- Curriculum areas carried out a Health and Well-being audit to identify existing good practice and to determine gaps in current practice. Programmes of study have been modified accordingly.
- Pupil absence and exclusions have reduced.
- The PSE programme is undergoing a review of content and delivery.

- School initiative to promote healthy eating and a ban on 'fizzy' drinks to be introduced in August 2009.
- School breakfast club expanded to offer more choice to the increasing number of pupils.
- Development of the school meal provision to offer faster access to the healthy options.
- Cross-curricular themes have promoted Health and Well-being. Inter-disciplinary days included - Fair Trade, French Culture, Disability Sports Festival.
- School nurse now offering a weekly drop in session to support pupils' welfare, including sexual advice and contraception.
- School supported HPV programmes with one of the highest take up rates in the county.
- Inter-agency assessment meetings successfully developed within the Continuum of Support Framework and recognised as a major improvement.
- *More Choices More Chances* coordinator appointed and improved transition to work strategies adopted. The number of pupils remaining in education, training or going to work increased.
- Full Staff CPD on attachment Disorder.
- The loss of the school's health coordinator has limited progress in this area - it is hoped to replace her in the autumn term.
- Champions in Schools pilot a major success with Shirley Webb (Scottish Hammer record-holder) working with standard grade PE students - participation in Excellence in Sport Programme extended)
- The Int 1 Healthcare course has also been a major success with eleven graduates benefiting from the Education business partnership between Ethicon, West Lothian College and Inveralmond. Pupils have been to America to make presentations to the 'The Bridge to Employment' convention.

Next Steps

- Delivery of the Health and well-being outcomes will remain a key focus in supporting our pupils' development

PROGRESS WITH KEY AREAS OF THE WORK OF THE SCHOOL

The headings within this section describe the work of our school using the ten dimensions of excellence identified by HMI in Journey to Excellence parts one and two.

HOW WELL DO WE:

1. ENGAGE YOUNG PEOPLE IN THE HIGHEST QUALITY LEARNING ACTIVITIES?

Good overall

The school has made good progress towards engaging pupils in the highest quality learning activities by broadening the curriculum to meet the needs of the students, and by providing appropriate accreditation and developing teaching methods suited to pupils' learning styles. The increase in attendance, post 16 staying on rates and the numbers continuing in education are good evidence. The new staff and probationers appointed in August 2008 helped to strengthen the teaching and learning.

The development of the curriculum in partnership with local FE colleges provided additional vocational opportunities (Skills for Work Courses) to pupils in S3/S4/S5 and was in the spirit of a Curriculum for Excellence's guidance on providing a relevant curriculum.

Physical Education was expanded to offer two sessions per week to S4 as well as S3 in line with the national strategy. Links with local business were enhanced to build on the Health Academy course in partnership with Ethicon, as part of their 'Journey to Employment' initiative, and with links to Empteezy, Waterstone's and Interserve.

Curriculum development was also enhanced with the introduction of cross-curricular initiatives to promote pupil understanding in Modern Languages, Science, Social Subjects. The school year ended on a 'high', with Inveralmond gaining a DTS Gold Award for Enterprise and this work appeared on the Learning and Teaching Scotland website.

There has been further development of the 'Able Pupil' programme with the addition of Classics, fast-tracking opportunities and early entry, where the results have helped raise school attainment. Several subjects have reviewed and adopted new courses offering new standard grade and intermediate 1 or intermediate 11 opportunities. The 2009 examination results continued to show a positive trend with the bar lifted to new highs at every level. Early entry has provided access to a 2-year higher course in S5 with positive results in Mathematics and English. Considerable effort has been put into supporting pupils with additional learning needs, and the school has responded to the growing number of ethnic students it now attracts with individual and class support and the employment of a Polish teaching assistant.

The LEA Review offered an external, objective view of the work of the school and whilst it identified a number of strengths it also identified a number of key priorities and this in turn prompted a positive response with an action plan and follow up work. This work will be continued in the 2009/2010 school improvement plan.

Relationships among pupils and between staff and the pupils remain positive, and the school roll continues to rise. Inveralmond is now oversubscribed in several years, and there is a waiting list. The staying on rate is rising sharply and the number of students going on to FE/HE is growing positively.

Next Steps:

- The curriculum will continue to be developed to meet the academic and vocational needs of the pupils.
- Teaching will be developed following LEA Review advice.

2. FOCUS ON OUTCOMES AND MAXIMISE SUCCESS FOR ALL LEARNERS

Good overall -the rising trend in attainment and achievement is providing strong evidence that the curriculum planning and development in 2007/2008 is having a positive effect on pupil performance.

The consultative planning of the curriculum team lead by the deputy headteacher with the Principal Teachers (Curriculum) has provided an effective model, with excellent tracking and monitoring, good pupil guidance and

pastoral support. Inveralmond continues to support a large number of vulnerable children and the good quality of our pastoral work was reflected within the LEA's positive HMIe Child Protection inspection, and in the 2008/2009 LEA Review

The curriculum is now evolving to meet the challenge of a Curriculum for Excellence. We are following the local and national advice and have built in opportunities for pupils to maximise their potential. Aspects of the curriculum provide breadth, depth, progression and enjoyment and PTCs have engaged in promoting personalisation and choice alongside the developing principles of relevance, challenge, and coherence. The school uses assessment data to identify strengths and weaknesses and to set challenging targets.

Pupils' views are actively sought regarding the curriculum and the quality of their work, and this area continued to develop. Pupils are made aware of the levels they are working to and target-setting is well established. There is regular consultation directly with parents and through the PSA and the Parent Council regarding pupil progress, the curriculum, assessment, and reporting.

Time was found during the CPD days to allow departments to discuss and reflect upon curriculum experiences and outcomes, and to focus on agreed areas for development. Curriculum delivery and quality assurance has been enhanced by classroom observations.

Next Steps

- To continue to introduce the key principles embodied in a Curriculum for Excellence and Building the Curriculum
- To respond to the challenges outlined in the LEA Review action plan

3. DEVELOP A COMMON VISION AMONG CHILDREN AND YOUNG PEOPLE, PARENTS AND STAFF

The school and its community now have a clear vision, with high expectation and a commitment to raising achievement. This is embedded in the school culture and reflected in the annual target-setting, school planning and review processes and within the learning and teaching. The LEA is a strong and supportive partner providing clear direction and their commitment is reflected with the £19.8 million refurbishment.

Pupils are supported through a well established monitoring and tracking system and this has contributed to higher attainment and an increase in students staying on in S5 and S6. Key priorities are emphasised by running focussed events to highlight their significance eg. the annual Health Fayre, National Diversity Week, Social Subjects' Interdisciplinary Day on Fair Trade, Inveralmond's Got Talent.

Parents are regularly made aware of the school's ambition regarding their children and they are encouraged to support their children's education at home, and to enter into partnership with the school to maximise their children's successes. The school is keen to accept the principle of accountability, and opportunities are taken to consult parents in order to promote quality assurance.

There is a commitment to self-evaluation evident in management meetings at every level. Communication is good and improving.

4. FOSTER HIGH QUALITY LEADERSHIP AT ALL LEVELS

The leadership and management are good.

The school has continued to evolve an effective leadership and management structure working towards the West Lothian TP21 Model. The LEA continued to part fund an additional deputy headteacher to act as the refurbishment liaison officer, and the Senior Management Team works as an effective team shaping and

making policy and practice. Over the last five years three principal teachers have gone on to depute posts and two former colleagues have now become a head teacher.

The devolved leadership has promoted the concepts of collegiate and collaborative working, delegated responsibility and the autonomous professional and this has provided the support to meet the challenge of a growing school, curriculum development, the Community School and the successful introduction of Single Status. There is a coherent school meeting structure with clear agendas and minutes (SMT, PTCs, Pastoral, DM, Staff). The Headteacher and the Senior team have an open door policy and work in partnership with the professional associations. In addition there are key working groups with membership from all levels considering Curriculum for Excellence, Finance, Business, ICT, Health and Safety, Rewards and Discipline. There has been considerable participation in the leadership training opportunities offered by West Lothian.

There was excellent support from the committed Parent Council, and from the Parent Staff Association, which elected to remain a separate body. Both groups offered a valuable link with the community and worked hard to give the parents an opportunity to give their views. In spite of an e-mail site, and a suggestions box provided at the main entrance, few parents contact the Parent Council. Nevertheless their guidance is a valuable asset in helping to shape school development.

5. WORK IN PARTNERSHIP WITH OTHER AGENCIES AND OUR COMMUNITY

This is an area where progress has been excellent.

The school works closely with other support agencies and has excellent links with the LEA through its attached officer, the police, the health service and social services. There is a tradition of joint working and the Inveralmond Cluster Resource Group has evolved into a supportive forum where vulnerable pupils are supported and resourced as appropriate.

Liaison with external agencies remains a major strength and there is growing curricular links with FE (Skills for Work Courses), local businesses (Ethicon's A Bridge to Employment and Waterstone's Bookshop in Livingston) and with community/employment groups (Access2work, Credit Union, Police, Health and Fire Services). Study Support initiatives including the LEA master-classes are having a very positive effect on attainment.

Over the years Inveralmond has established and maintained strong links with its primary school partners leading a first class transition programme and the development of the 'Able Pupil' programme. This is considerable curriculum links with liaison in Science, English, Mathematics and Modern Languages. The S1 intake in 2008 was 240 (20 above the admission number).

The Headteacher and the Community Manager continue to attend the LEA Locality Planning and regularly attend the monthly Ladywell and Craigshill Community Council meetings. There is pupil representation on the new Howden Community Council and pupil views were often sought through the community councils. Inveralmond participates in the West Lothian Excellence in Sport Programme and hosts the Girls' Football programme and the West Lothian Higher Dance Classes.

6. WORK TOGETHER WITH PARENTS TO IMPROVE LEARNING

Progress in this area is good and continues to develop.

Parents are regular visitors to the school with growing numbers attending the annual consultation evenings (60%) and there have been increased attendances at the P7 parents' evenings, at the S2 and S4 Option choice meetings. A new S5 parent evening was offered to help parents help their youngster who were

studying 'highers'. Every opportunity has been taken to sample parents' views on a number of key issues and this has led to changes in the pupil reports, the development of a new homework policy and our curriculum offering. Senior staff attended the P7 parents' evenings during the autumn term as part of our transition support.

The support from the Parent Council and the PSA has been valued, and parental support for the annual Awards Evening, the Christmas Concert, the S6 Charity Evening, the newly introduced Prom Fayre and the Hairdressing and Beauty Showcases shows a growing parental involvement in their children's education and in the life of the school. A short-life working group was set up to develop communication with parents and this has led to developments in the school's website. There is a regular newsletter sent out to keep parents aware of school events, news, successes and important dates.

7. REFLECT ON OUR OWN WORK AND THRIVE ON CHALLENGE

This area is good and improving.

The members of staff at Inveralmond, teaching and non-teaching are committed to the life of the school and regularly offer time over and above the statutory requirement. This is particularly evident in the run up to and in the preparation to school events, extra-curricular activities and with study support. There is a blend of youth and experience, energy and ambition, which shares its strengths through regular meetings, discussion, CPD and lesson observation. Last year was particularly difficult one due to the upheaval with the building work and yet this year has produced the students' best results ever!

There is mutual support in department and pastoral teams with subject areas sharing a staff base. The commitment to using ICT both as a teaching and a management tool has continued to develop with the purchase of new hardware and software. Pupil data is readily available and this is proving beneficial in communication, evaluation and for sharing information quickly.

The curriculum deputy has again offered CPD opportunities to help staff analyse and understand examination data (STACS, CAT scores) as well as how to use it to raise attainment. Challenging targets are now set and met annually and outcomes evaluated in order to direct future teaching, accreditation strategy and monitoring.

8. VALUE AND EMPOWER OUR STAFF AND YOUNG PEOPLE

Inveralmond has maintained its strong commitment to appointing and supporting high quality staff and to ensure progression by offering professional development and leadership opportunities. Members of staff are keen to join working groups, which shape policy and practice. In the last year one depute has gone on to headship and two colleagues have been promoted to senior posts in neighbouring authorities.

Several members of staff have had professional development over the last year, reflecting their experience and expertise in GLOW, self-assessment, Additional Learning Needs and in child protection. Development Posts have been created to provide leadership in key areas such as - Health, Enterprise, Raising Attainment, Monitoring and Tracking.

There is a successful and high quality induction scheme provided to new members of staff, and both a subject and a generic mentor supports probationers. Inveralmond provides the teacher training providers with a wide spread of initial teacher training placements. Students arrive throughout the year and they are made welcome and invited to become part of the school community. There is a well-established staff review system with line managers providing supportive feedback from classroom observations. Innovative practice is recognised and shared when appropriate. The recent development of pupil reviews, which have been piloted in two, subject areas, continues.

Inveralmond has a prefect system with Head-boy and Head-girl, and there is an S6 charity and events committee. Pupils have a voice through the pupil council although this has only met intermittently due to staff absence and there is also a community Cluster Pupil Council.

9. PROMOTE WELL BEING AND RESPECT

Progress in this area is good and remains a priority.

Following the LEA Review in October the school has focussed on emphasising the relevance of the CfE four capacities and positive behaviour. The Behaviour Management Policy has been reviewed and changes made to the sanctions ladder in order to deter bad behaviours and to support good order in the classroom. Duty officer requests have fallen markedly.

Solution Oriented Schools training is given to all staff and Inveralmond is now gaining recognition as a leader in this area. The ASPIRE Rewards Policy has built upon last year's success with growing numbers of pupils getting awards both at Christmas and at the end of the summer term. All staff have been asked to award points for RESPECT and other key attributes and the weekly assemblies have illustrated examples of good behaviour.

Subject areas have carried out a health and well-being audit in order to create an integrated approach and Inveralmond is a health promoting school. We offer an excellent breakfast club recognising the impact on learning coming from diet. The pupil support team has been expanded to meet the challenge of the 'More Choices More Chances Agenda' in order to promote transition to the world of work, training or FE/HE.

10. DEVELOP A CULTURE OF AMBITION AND ACHIEVEMENT

Progress in this area is very good.

Inveralmond has responded to the West Lothian 'achievement culture' by actively looking to promote high expectation, recognising and rewarding success at all levels, and by promoting the core values of the Curriculum for Excellence.

The school has celebrated success with a number of high profile events. Pupil success was celebrated at assemblies and at the annual Awards Celebration held in June, and with pupil participation and success in:

- the UK maths Challenge
- local and national sports events
- the West Lothian Orchestra
- the West Lothian Debating Competition
- the Stellar Awards
- the Excellence in Sport Programme
- the Health Care Academy Awards Evening
- and extensive charity fund raising

This extensive list is a tribute to the hard work and dedication from the staff, the parents and the children.

The winning of a second Gold Award for Enterprise illustrates the commitment to the Scottish Determined to Succeed initiative and within the classrooms there is clear evidence of the commitment to achievement using the ASPIRE Rewards system

This work will continue.

WHAT IS OUR CAPACITY FOR IMPROVEMENT?

The evidence and evaluations indicate that:

- improvement has been made to realise the two priorities in the 2008-2009 School Improvement Plan and against the ten HMIe dimensions. We meet the needs of almost all learners, but we still need to continue our improvement in pupil attainment.

- The improvement to the school's resources is having a positive impact.
- Leadership and management are currently effective and should improve further with the introduction of a new deputy and the new principal teacher of curriculum.
- Staff training on self-assessment is leading to an increased awareness and ability to make improvement
- overall, 'we have demonstrated the capacity to continue improving.'

IMPROVEMENT PRIORITIES (SESSION 2009-2010)

The following priorities for improvement have been identified to be part of the 2009/2010 Improvement Plan.

Priority 1

To raise the attainment/achievement of all pupils through enhanced learning and teaching

By:

- developing a relevant curriculum to meet the needs of Inveralmond's pupils
- an effective delivery of the Curriculum for Excellence's subject and cross-curricular Outcomes and Experiences
- active learning with appropriate differentiation, formative assessment and using ICT to engage the pupils

Priority 2

To promote Inclusion and Equality

By:

- developing strategies to promote the four capacities
- reducing low level disruption
- supporting ethnic/EAL pupils
- learning for life

Examination Results - 2008/2009

	1+@L6	3+@L6	5+@L6	5+@L3	5+@L4	5+@L5
2008/9	34	13	7	96	65	25
2007/8	29	11	3	91	59	22
2006/7	26	9	3	91	60	17
2005/6	19	7	1	81	59	20
2004/5	21	4	2	84	58	20
2003/4	15	6	2	93	57	17
			15 pupils gaining 5 highers (2 with 5 As)			
	English L3	Maths L3	En/Maths L3		53	53
2008/9	99	96	93			
2007/8	95	93	91		Maths 41 credit 55 generals 22 foundation English 27 credit 1 General 3 Access 3	Music 6 credits History 2 Access 3 Mod St 3 Access 3 Biology 5 Credit 3 Generals 2 Foundation
2006/7	98	103	97			
2005/6	92	97	92			
2004/5	103	107	101			
2003/4	97	93	92			