Hermitage Academy Parent Council – Meeting 16 May 2016
Hermitage Academy Library – 7pm

Agenda

1. Apologies
2. Introductions
3. Approval of minutes of previous meeting on 21 March 2016
4. Matters arising from previous meeting
5. Approval of revised constitution
6. Approval of nominations for new members of the Council
7. Office bearer reports (Chair, Secretary, Treasurer)
8. Parent Council Communications Strategy
9. List of useful FAQs on the school curriculum
10. Head Teacher
   a. Education Scotland letter – action plan for addressing the required improvements
   b. Timetable for review of the School Improvement Plan and incorporation of Argyll and Bute performance targets
   c. Staffing update
   d. Funding cuts – loss of Librarians, Instrumental Tuition (Strings Tuition in the Helensburgh and Lomond area is to be cut).
11. Year group reports
   a. Enquiry regarding withdrawal of SQA subject choices
12. AOCB and requests from the floor for items for the next meeting

Meeting papers:
Paper 1: Proposal for revision of the text for the ‘Leavers Letter’ explaining the background to attainment records
Paper 2: Revised Parent Council Constitution
Paper 3: List of applications to join the Parent Council
Paper 4: Discussion document on communications strategy for the Parent Council
Paper 5: List of suggested additional FAQs on the school curriculum
Paper 6: Draft of a proposed ‘curriculum summary card’
Paper 7: Letter from Education Scotland reporting the findings of their visit
Paper 8: School Improvement Plan 2015-16 (for information)
Paper 9: Letter from e-head teacher at Tobermory High School regarding librarian cuts
Present:
S1  Gilan MacLeod / Audrey Perella / Sheena Wain
S2: Stella Kinloch
S3: Elaine Crichton / Angela Docherty
S4: Marnie Riding
S5: Mike Heath / Ali Beattie
S6: Lisa Paterson
ASN: Val Reynard

Geoff Urie - Head Teacher:
Louise Connor - Argyll & Bute Council

1. Apologies
S4. Simone MacLeod
S3 Jane Keightly
David Kinniburgh

2. Introductions
Steve Bone - My World of Work – presentation
Miriam Sutter – Chair of PTA

There was 1 resignation noted: - Juliet Corry S6 rep

3. Election of new Vice Chair / Vice Secretary
Proposal for Vice Chair - SK, proposer MK, 2nd MR
no nominations for vice secretary.

4. Approval of minutes of previous meeting
LC corrections: spelling of surname, Ken McAra is HMI Inspector and A & B Liaison Officer
Funding for 1 week of Easter school in consultation with staff
Once these are amended the minutes are approved
**Action AD**

5. **Matters arising from previous minutes**
   - UCAS letter - draft copies were given to PC members for discussion. PC felt the letter was still not clear enough in that it was not explicit that the named pupil had no opportunity to present for qualifications in S4. LC to review and provide new letter incorporating PC suggestion. **Action - LC - next meeting.**
   - Constitution is still a work in progress – **Action AP/SK - next meeting**
   - PC to assist with pathways documentation- this is still in progress and will require further amendments. **Action MH - next meeting**

6. **Presentation from Steve Bone - My World of Work**
   Q&A: HA does currently use this system. There is no funding implication to the school for using the system. Senior pupils are being trained as ambassadors and training younger pupils can be used as part of their SQA leadership course. S3 pupils who are currently making subject choices all have log-ins. Parents can also access this system from home and see what their child has indicators for.

7. **Presentation from Miriam Sutter, PTA - Appendix 1**
   Miriam is the current chair and gave a brief talk about what the PTA does and invited all to their AGM.
   Miriam also gave the PC a 1 off donation of £30 on behalf of the PTA.

8. **Recruitment to vacancies on the PC**
   Currently there are 5 vacancies, the current constitution is silent on the recruitment process. The new constitution will cover the process for nominations for these positions. Vacancies will be notified using the proposed new constitution pending approval. All parents given notice and if there are too many nominations the PC will vote **Action – SK/EC**

9. **Revision of the PC Constitution**
   SK and AP are currently reviewing, there are a couple of outstanding issues, i.e. relationship with PTA, early AGM etc. When in final draft format this will be issued. Headteacher asked if he could be provided with a draft copy of the new Constitution. This was agreed. **Action SK/AP - next meeting**

10. **Argyll & Bute proposals for change to school holidays**
    The PC has been asked to get the views of the parent forum with regard to proposed changes to the school holidays. MH has set up a survey monkey online to try to get parents responses. There are a couple of different proposals to get all of A&B the same
holiday schedule. There were some concerns raised about the different options available. The information and links to the survey are on the PC facebook page and PC web page. GU agreed to send a text out with the link to the parent forum. - **Action - MH to send link to GU to send text**

11. **Update from Head Teacher**

- Progress on pathway document - this was published 9/3/16 and circulated to all S1 - S6 and P7s and put on the school website including possible pathways. Work on individual pathways is ongoing, PC Chair, vice chair and PC members have also been reviewing the documents. MH suggested that it could all be brought together in one area for further work. When it is finalised it can be brought into 1 booklet.

  Q- core subjects what is the mechanism for bypassing a level?
  
  A- confirmed it is down to ongoing tracking and assessments, it won't be down to the final tests/exam. These would have been called prelims in the past when you were able to appeal based on these but now there is no appeals procedure. Bypassing levels will be done in consultation with professionals and parents. Every pupil in S4 will be sitting either a NAT 3, 4 or 5 in Maths and English, they will all start at the same level and settled into appropriate level based on the tracking and monitoring.

  Q - what about the other 4 subjects
  
  A - the courses will be re-designed.

  Q- if at the start of the year a parent wanted their child to do 6 NAT 5's would this happen.
  
  A - LC said why would you want your child to sit 6 National 5’s without evidence of progress from teachers in support of this?
  
  LP- planning pupil workload around coursework and if this was not going to be the case when would the cutoff point be for decision making.

  GB suggested that the "default" should be that NAT 5's unless there was an ability issue and then NAT 4's would be the plan.
  
  GU said that all the changes being made were in line with other schools. LC and GU suggested that S3 into S4 the desired level should be known by around Christmas time.

There was a point of order from the Chair.
Chair advised the PC would come back to this. There was a need to understand the mechanism for reaching a decision on the appropriate level of study - we need documentation and more detail to assist parents understanding.

**ACTION - LC - the timeline is critical, need to know from 1st assessment.**

- Outcome of S2 evening - this event was well attended (over 200 parents), all the info and the Q & A information has been put onto the school website. The PC feedback was not quite so positive, SK will feedback to GU and all info will be collated and put onto the school website. **Action SK**
- S4 example presentation - the current S4 figures show 57.8% are being presented for NAT 5 maths (national average is 44%) and 4.5% are being presented for NAT4, a very small percentage are doing NAT 3. Not all of the pupils who presented for NAT 5 passed the prelim.
- Spring study program - information will be going out in a letter, 14 subjects are being represented at Easter, there will be am and pm sessions and some will be repeated if there is an overlap in subjects. Sciences, home economics, business studies and music are missing.
- Live and Learn are coming in and they will be funded by the LA. S4,5 and 6 will benefit from this. S4 Maths is being covered in supported study, Scholar is a system where students are able to log in and go through assessments.
- School handbook - this is now on the school website, it follows the guidelines set out by the LA but it was acknowledged that it does not cover all the extra things that do go on in the school.
- Staffing - the allocated staffing figure from the LA will ensure cover for timetabling, retirements etc, any vacancies would be getting advertised.
- Impact of spending - there are forced redundancies for both library staff and the attendance officer. Both will have a significant impact. Librarians do much more than just give out books, they recommend further reading to students, they advise the English Department on choice of texts, teach students about research skills, help senior students with dissertation materials, supervise students at interval and lunchtimes, allow access and help students with emails and much more. The library will have to close when the librarians are no longer employed. Regarding the attendance officer, there will now be no one person dedicated to chase up missing pupils. Regarding next year's funding LA use an allocation formula, there is no figure on the minimum requirement but if under 10 students for a subject then a class would not be run, although a mixed level class could possibly be an option.

12. **Office Bearers Reports**
Chair - MH attended a pathways meeting, still ongoing
Secretary - nothing to report back
Treasurer - looking for volunteers for the bank account, £30 donation received today from the PTA, no other money as yet.

13. Year Group Reports
S1 - only thing raised was that the tracking reports not terribly accurate, wrong name, mix up with boy/girl. GU is aware of 1 and this was addressed and re-issued immediately, if there are others the parent s must contact the school to get it amended
S2 - comments on limited number of choices and issues with sciences. There was a request if a pupil was bi-lingual could an exam be taken if it is not a subject choice, SK to take this to GU separately.
S3 - Only issue raised was about the new changes to train times, fears that pupils will be hanging around for almost 1/2 hour. GU said already been looked at today. Pupils are allowed to stay in the hall and then leave in enough time to get the train. Not much can be done about the morning though.
S4 - concerns regarding poor pass rate in maths prelim, there was a query if the pupils are ready to sit any of the exams and queries on when pupils are being told they have exams in all their subjects.
LC - how many queries are there, MR - these can be added up and brought back. GU - in the meantime parents can contact the school, the school is available to meet with parents. LC - prelim results are not shared as a group but are given individually. SW - when the school does not share information parents get suspicious, MH - parents like to know where their child fits into the year group. LC - English and Maths teachers can come to PC meetings to discuss the process and hopefully reassure parents. Through the review process and the increased flexibility available this clearly indicates that the school are listening to parents views and are responding positively. MR - acknowledge we are moving forward and future pupils will benefit but it's the current S4’s who are caught in the middle of muddy water and are not seeing much change. GU - these pupils will see the changes in S5 with improved and enhanced learning. LC asked what would improve the situation, SW said more open and honest results. It was agreed there would be further discussion with GU, chair and vice chair.
S5 - fingers crossed for first SQA exams, no feedback on subject choices, it was noted that in the spring study there were no sciences.
S6 - nothing

14. Parent Council Training and Communications
PC have completed 1 session of training, next session is due 23 March on communication and the last session 30 March on roles and responsibilities of the office
bearers. Fiona Johnston from A & B will attend the next session along with some of the 
SLT from Hermitage Academy.  
SW is still maintaining the PC website, and LP has the password for the email and is 
monitoring this. 
Mrs Mackay will be working with the senior group looking at skills for interview in June. 
There is a planned careers event for September open to all pupils S1 - S6. 
PC ran a survey to see if there was any interest in running a careers information event, 
perhaps in April, over 100 positive responses from parents. GU said the school would 
be delighted if the PC got involved in careers workshops - **Action - SK to be 
discussed further with Mrs Mackay**

15. **AO CB and open comments from the floor**
Pathways document – GB said it was misleading in that parents thought pupils had the 
option to choose 7 subjects in S4, there are still 6 subjects in S5 and no university is 
looking for this. GU noted that PE is compulsory for all Scottish Students up to the end 
of S4 and so that is additional to the six subject choices. This has been noted as raised 
and is **for further discussion.**

Q - One lady from the audience has a child in S2 and asked how she would contact her 
year rep. SK responded. 
Q - Regarding tracking and monitoring, the current S4 have had no formal assessments 
so how is course work tracked and monitored.  
A - Ongoing class tests and homework is all part of the assessment. GU suggested that 
an appointment could be made with the school and any issues will be investigated and 
discussed. 
Q - Is there any feedback on the Education Scotland visit. 
A - There is a draft of feedback which will go out to the PC chair, the HT and the LA, 
then this will go out to the parent forum, timescales for this 2-3 weeks. 

Q - Why when the review was being conducted by an external body was the school able 
to select who they met with. A - GU was asked for specific groups e.g Pupil Council 
reps and S5 pupils who had reallocated an enhancement course and some who had not 
decided to re-allocate. The school were not being selective but following normal 
procedures. The meetings with the Pupil councils were conducted during IT ime and 
enhancements to avoid missing class time. 

**Next meeting 16 May 2016 at 7pm in the school library.**
Argyll and Bute Letter for S5/S6 pupils leaving Hermitage Academy having not sat SQA exams in S4

Existing text proposed 21/03/2016:

Hermitage Academy is a comprehensive school with an urban and rural catchment area. Under the new CFE structure students within the Senior Phase followed a 2-year course of study, with the majority by-passing SQA exams until June of S5. As such, pupils attaining Higher Qualifications in S5 will have no prior attainment at National 5 level in these subjects.

Following this model [insert student name] was presented for [enter no.] Highers and [enter no.] National 5’s at the end of S5.

Proposed text May 2016:

Hermitage Academy implemented the Scottish Curriculum for Excellence in 2014 by trialling a curriculum model in which senior school students intending to continue at school for 5th and 6th year followed a 2-year course of study and by-passed all SQA exams in S4. These students first presented for examination at either National 5 or Higher in June of their S5 year. National 5 examinations in S4 were introduced for a reduced range of subject in 2016, and for all subject in 2017. As a consequence, the majority of S5 and S6 leavers between 2015 and 2017 will have little or no SQA National 5 attainment record from their S4 year at the school.

Following this model [insert student name] [was/was not] presented for [enter no./any] subject(s) at National 5 level in S4, and then [enter no.] subjects at Higher and [enter no.] at National 5 at the end of S5.
This is the constitution for Hermitage Academy Parent Council.

1. **AIM AND OBJECTIVES:**

1.1 The aim of Hermitage Academy Parent Council is to assist the Parent Forum (parents/carers whose children currently attend Hermitage Academy) and support every child to realise their full potential throughout their secondary school life.

1.2 The objectives of the Parent Council are:

- To promote partnership between the school, its pupils and all parents/carers
- To develop and engage in activities which support the education and welfare of pupils
- To identify and represent the views of parents/carers on the education provided by the school and other matters affecting the education and welfare of pupils

2. **MEMBERSHIP**

2.1 All members of the parent forum can volunteer to become a member of the Parent Council.

2.2 The membership will be a minimum of 5 parents/carers of children attending Hermitage Academy. A corium of 3 is required. The optimum membership of the Parent Council will be 2 parents/carers from each year group. The upper limit will be set at 18.

2.3 All parent forum members will have the right to take part in the selection process.

2.4 Parent Council members will be selected for a period of 2 years, according to year group need, after which they may put themselves forward for re-election should they wish, up to a maximum term of 4 years.

2.5 Selection of members will take place at the AGM. Should vacancies arise throughout the year the Parent Forum will be given 2 weeks’ notice to volunteer for any vacancy and thereafter given one week’s notice of proposed members for selection at the next available Parent Council meeting. Where the number of volunteers exceeds the number of places set out in the constitution, selection will be by representative year group needs, followed by a majority vote of Parent Forum members in attendance.

3. **OFFICE BEARERS**

3.1 The Chair, Vice-chair, Treasurer, and Secretary will be as voted by the Parent Council members immediately following its formation.

3.2 Office bearers will be re-selected by the Parent Council annually at the AGM.

4. **CO-OPTED MEMBERS**

4.1 The Parent Council may co-opt up to 4 members to assist it with carrying out its functions who will be invited to serve for a minimum of one school term after which time the Parent Council will review the requirement for co-opted members.
4.2 Co-opted members can be drawn from any source deemed appropriate by the Parent Council, including but not limited to:

- Teaching and support staff in the school
- Members of the wider community with specific expertise which the Parent Council consider to be of value in its work.
- The co-opted members do not have voting rights.

5. **GENERAL MEETINGS**

5.1 The Parent Council will meet at least once in every school term.

5.2 The agenda items to be submitted to the Secretary 1 week prior to the meeting date, where possible.

5.3 Should a vote be necessary to make a decision, each Parent Council member at the meeting will have one vote, with the Chair having a casting vote in the event of a tie.

5.4 Any 2 members of the Parent Council can request that an additional meeting be held. All members of the Parent Council will be given 1 week's notice of date, time and venue.

5.5 Copies of all Parent Council Minutes will be available to the Parent Forum and Teachers at Hermitage Academy via the Parent Council Secretary; the School Website and the Parent Council Website.

5.6 Meetings of the Parent Council shall be open to the public. Should the Parent Council be discussing an issue, which it considers confidential, only members of the Parent Council and the Head Teacher, or designated representative, may attend.

5.7 A Parent Council member will be required to retire should a vote of ‘no confidence’ be passed by 50% or more of the Parent Council members attending the meeting. The vote of ‘no confidence’ must be proposed by one member and have 2 seconders. Written notice of 2 weeks will be given to all members of the Parent Council of any ‘no confidence’ motion. Any resulting termination of membership of the Parent Council will be confirmed in writing to the member.

6. **ANNUAL GENERAL MEETINGS**

6.1 The Annual General Meeting will be held during the Autumn Term each year. A notice of the meeting including date, time and place will be sent to all members of the Parent Forum at least 2 weeks in advance.

6.2 The meeting will include:

- A report on the work of the Parent Council and its committee(s)
- Selection of new parent members to fill any vacancies on the Parent Council and the selection of Office Bearers by the Parent Council.
- Discussion of issues that members of the Parent Forum wish to raise should be made 1 week in advance to be submitted for the agenda.
- The approval of accounts of the Parent Council which have been independently verified.
7. **SPECIAL GENERAL MEETING**

7.1 If 30 members of the Parent Forum request a Special General Meeting to discuss issues falling within the Parent Council remit this shall be arranged forthwith.

7.2 The Parent Council will give the Parent Forum 1 week's notice of the meeting and circulate notice of the matter(s) arising together with the date, time and place of the SGM.

8. **FINANCE**

8.1 The Treasurer will open a bank/building society in name of the Parent Council for all funds, with withdrawals requiring signatures of the Treasurer and 1 other Parent Council member.

8.2 The Treasurer will keep accurate records of income and expenditure and provide a summary each school term and a full account at the AGM.

8.3 The Parent Council are responsible for ensuring all monies are used in accordance with the objectives of the Parent Council.

8.4 Should the Parent Council cease to exist, any remaining funds will be passed to the School to be used for the benefit of the pupils.

9. **CONSTITUTION**

9.1 The Parent Council may change its constitution after obtaining consent of the majority of the Parent Forum present at the Annual General Meeting, or as and when required.

9.2 The Parent Forum will be sent a copy of any proposed amendment and given reasonable time of not less than one week to consider it and, if outwith the AGM, to respond to the proposal. The proposal shall be accepted if a majority of those who vote, within the given time, agree.

*Nothing in this constitution is intended to contradict the Scottish Schools (Parental Involvement) Act 2006. Where this constitution is silent the provisions of the Act are deemed to be included in their entirety and if there appears a conflict the provisions of the Act take precedence.*

Date of Agreement:

Signed: (Chair)
List of applications to join the Hermitage Academy Parent Council, 16 May 2016

<table>
<thead>
<tr>
<th>Name</th>
<th>Pupil in:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clare Stockwood</td>
<td>S4 and S1</td>
</tr>
<tr>
<td>Gordon Smith</td>
<td>S2</td>
</tr>
<tr>
<td>Val Reynard (already co-opted)</td>
<td>S2</td>
</tr>
</tbody>
</table>
Purpose

The purpose of this paper is to promote discussion in respect of the communication channels being used by both the school and the parent council to engage with the Parent Forum. The paper reviews issues and barriers, and aims to identify meaningful contact with the Parent Forum by their preferred choice of contact.

Introduction

Following recent discussion with Hermitage Academy SMT and comments from Education Scotland, the HA Parent Council are keen to progress with measures to improve communications between the Parent Forum, the Parent Council and the School.

Background

There are two areas of Communication which require to be addressed. Firstly, the school has held a number of events for Parents which sadly have not been well attended. Secondly, it is suggested that the Parent Council may not be gaining the views and comments from as many members of the Parent Forum as possible and requires improvement.

1. School Communications:

Current methods of communication tend to be predominantly paper-based in the form of letters sent home with students in school bags. Text messaging is used generally to provide attention to Parent Council/PTA events; issuing of reports and travel information. The school website is updated with school documents to download as necessary.

Key Issues for discussion:

- Problems engaging with the Parent Forum, particularly for events arranged to provide more information/discussion with parents, are evident from the last senior phase study information night where only 12 parents presented. This suggests that the channels being used by the school currently are not reaching the target audience.
  - Discuss the use of email notifications and SMS text messaging providing links to the school website to deliver online information, saving paper/printing costs. Suggestions to further engagement with parents to participate in valuable school events.
- School website requires full overhaul to make navigation and access to relevant information much easier. Information must be up to date and relevant.
Discuss commitment from ABC to provide support to the school to update website, using best practice available from online providers.

Use of Social Media for School business, with appropriate restrictions.
- Discuss commitment from ABC to provide support to the school to provide improved use of social media sites, giving parents choice of channel.

2. Parent Council Communications:

The Parent Council has its own website, email address and social media account (Facebook).

The PC requires assistance from the school to send text messages to reach the full Parent Forum to highlight meeting dates or key interactions (for example participation in survey monkey). Also to update the School Website with relevant information/links to documents as requested.

Key issues for discussion:

- Ensure various media are used, importantly simultaneously. Use of text message, social media, email and websites should all be updated together and present the same information.
  - Discuss the co-ordination of communications to be agreed within PC practice. (eg updating all sources available)
  - Agree as part of this process to ensure correct staff at HA are receiving the information to be presented timeously.
  - Introduce new website and email address removing dependence on single parental control.
  - Better use of other local communication channels, eg local papers, radio etc. for events.
  - Other social media eg Twitter account

- Improve Parent Council contact information within school waiting area.
  - Discuss a notice board and suggestions/comments for PC box available at school office/other?

- Parent Council Email distribution list.
  - Agree practice to begin collation of email address distribution list at all school events. Requires active notification of all school events to the PC to allow ‘stall’ set-up. Improving the face-to-face discussion and seeking the opinions of as many of parent forum that PC can possibly contact/engage. Review school calendar of parent information events.

- Further survey required to source the parent forum opinion on the information it receives and how satisfied the forum are with these channels and request feedback on improvements to be considered.
  - Consider the virtual ‘school gate’.

A number of areas have been identified to begin improvements to the methods of communication chosen by the school and Parent Council.
Purpose

The purpose of this paper is to promote discussion in respect of the school Broad General Education and Senior Phase Pathways document. The recent changes made by the school to work towards its improvement plan has meant new considerations for both pupils and parents.

Introduction

Following recent discussion with Hermitage Academy SMT and comments from Education Scotland, the HA Parent Council are keen to progress with improved communications by simplifying the information and providing clarity in a clear and understandable manner.

Background

There remain a number of questions unanswered despite work undertaken by the school SMT and Principle’s to develop an easily read framework for all year groups.

- Time tabling – the number of subjects being offered are clear and documents detail 30 periods of teaching time per week. However the number of periods of teaching time for each subject in each progressive year group is not detailed. Little detail around the i-time element of the timetable.
  - Discuss school to produce a single table of year group and subject choices (groups) and the number of periods taught each week.
  - Include the teaching time within i-time
  - Provide the rationale to break up blocks of teaching time with i-time. New concept to many parents difficult to understand why not a single period of teaching time? Explain the benefits, evidence the successes.

Outstanding Questions:

- S1 to S2 number of subjects increases to 19 so what teaching time against which subject/curriculum area is being reduced to accommodate the extra subject?

- Clarification required about the timescales for pupils to know their presentation level. The undernoted has been released as part of the FAQ list;
  - When will recommendations be made about what exams and levels I would be sitting?

The recommendations will be based on attainment in the Broad General Education and increased tracking and monitoring throughout S4 and as a result of internal assessments, including where appropriate prelim exams. (Meaning the school decides on the presentation for prelim or can
Parents request this is sat to determine an exam condition result on which to benchmark. Since pupils within the one class will all have been taught the same material/course work?? The final decisions about presentations and levels will be made after the prelims. As is normal practice all decisions about presentations and levels will be in consultation with students and parents.

- S3 sees a compulsory choice include a modern language. Appreciating that there is a choice of language (Spanish/German) away from French studied in S1/S2. The advice of the school is that S2 pupils specialise in subjects they like and are likely to choose going into S4 as they begin their study towards presentations. Why are modern languages continued into S3 where pupils express a desire to choose an alternate subject choice/curricular area? Opening up more choices within the limit of the 6 subjects.

- PE is a compulsory subject – why is there no presentation at the end of S4 at a basic National Qualification level to allow pupils to add this to their achievements?

- Why is Personal and Social Education (i-time) being shown as a ‘subject’ within the pathway document?

- Enhancement Classes were offered previously. Understandably these were removed at the time of the review. Update on the future of such classes and the structure within the timetabling.

- S5 (6 subjects @ 5 periods teaching time each subject) progress to S6 (5 subjects @ 6 periods teaching time each subject). Picking 5 x 1 year Highers in 5th year sees less teaching time per subject than if you chose the same in S6? Rationale? Clarification?

Intention to use FAQ as a working document continuously adding questions; areas for clarification for parents to use a reference document.
## Hermitage Academy – curriculum summary card (DRAFT 11 May 2016)

<table>
<thead>
<tr>
<th>Year</th>
<th>Compulsory subjects (+ 1-time)</th>
<th>Chosen subjects</th>
<th>Subject classes per week</th>
<th>Curriculum Levels</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>S1</td>
<td>17 (Broad General Education)</td>
<td>0</td>
<td>Varies</td>
<td>Levels 2, 3 &amp; 4</td>
<td>Class tests, homework.</td>
</tr>
<tr>
<td>S2</td>
<td>18 (Home Economics, PE, English, Maths, Religious &amp; Moral)</td>
<td>0</td>
<td>Varies</td>
<td>Levels 2, 3 &amp; 4</td>
<td>Class tests, homework.</td>
</tr>
<tr>
<td>S3</td>
<td>5</td>
<td>7</td>
<td>Varies</td>
<td>Levels 3, 4 and above</td>
<td>Class tests, homework.</td>
</tr>
<tr>
<td>S4</td>
<td>2 (English, Maths) + statutory PE</td>
<td>4</td>
<td>Maths &amp; English: 4 per week; Chosen subjects: 2 per week; PE: 2 per week</td>
<td>SQA National 3, 4 &amp; 5</td>
<td>All pupils will aim to present for SQA qualifications at the appropriate level in all 6 subjects</td>
</tr>
<tr>
<td>S5</td>
<td>0</td>
<td>6</td>
<td>SQA subjects: 5 per week</td>
<td>SQA National 4, 5 &amp; Higher</td>
<td>All pupils will present for SQA qualifications at the appropriate level in all 6 subjects</td>
</tr>
<tr>
<td>S6</td>
<td>0</td>
<td>Up to 5</td>
<td>SQA subjects: 6 per week (Adv Higher: 4 + 2 self study)</td>
<td>SQA National 4, 5, Higher &amp; Advanced Higher</td>
<td>All pupils will present for qualifications in their chosen subjects</td>
</tr>
</tbody>
</table>

### Subject specialisation

S3: In addition to 5 compulsory subjects, students will choose 7 additional subjects. They must study at least one from each of the 8 curricular areas, whether as a compulsory or chosen subject. Some choices may be excluded by timetabling and curricular constraints (e.g. choosing physics, chemistry and biology will not be possible). The curricular areas are: Expressive Arts, Health and Wellbeing, Languages, Mathematics, Religious & Moral Education, Sciences, Social Studies, Technologies.

Towards the end of S3, students will choose 4 subjects to study in S4 in addition to compulsory Mathematics and English. These 6 will be the subjects in which they are aiming to gain SQA qualifications. Provision of some subject choices may be dependent on sufficient demand.

S4: All students will aim to present for SQA certification at their appropriate level in all 6 subjects in May of S4. Identification of appropriate presentation levels will be based on National stage assessments, course work and SQA prelim results, and determined by January of S4 at the latest in all cases. A minority may be advised to delay or by-pass qualifications in some subject. Provision of some subject choices may be dependent on sufficient demand.

S5: The expectation is that students will continue to pursue Mathematics, English and their 4 chosen subjects from S4, presenting for further SQA qualifications in each. However, since there are formally no compulsory subjects in S5, students who have gained National 5 qualifications in S4 may change subjects in consultation with the school.

S6: Students will choose up to 5 subjects from a list of 40 available at SQA National 4, 5, Higher and Advanced Higher levels. Provision of some subject choices may be dependent on sufficient demand. Students in S6 are expected to be more self-sufficient and the subject choices may include scheduled periods of self-study particularly for those undertaking project assignments for Advanced Higher qualifications.
10 May 2016

Dear Parent or Carer

**Hermitage Academy**  
**Argyll and Bute Council**  
**Dates of visit: 17 and 18 March 2016**

Recently, as you may know, my colleagues and I visited your child’s school. This was a follow-up to our visit in December 2015. We wanted to find out more about the changes in the school following our involvement in the local authority review.

During our visit we met with the Chair and Vice-Chair of the Parent Council. We also talked with staff from Argyll and Bute Council, the headteacher, senior leadership team, principal teachers, teachers, parents and young people. They told us about the changes which have been made in the school following our previous visit.

We offered all parents the opportunity to meet with us or speak to us by telephone. Some parents took up this opportunity and we would like to thank them for their involvement in the process. We would also like to thank the staff who took the opportunity to meet with us at a drop-in session.

Since our previous visit to the school, working with Argyll and Bute Council, all school staff have worked very hard to implement a wide range of changes, in addition to their on-going work, within a short timescale. Parents and young people are appreciative of the different ways in which teachers support their learning, for example, through the provision of supported study at lunchtime, after the end of the school day and through the spring holiday break. Not all young people take up these useful opportunities to further their chances of success in national qualifications. Whilst it is still too early for us to evaluate if the work done by the school will lead to sustainable improvements in outcomes for young people, we think that the school has made progress with many aspects of the action plan which they developed following the curriculum review. We identified a number of improving areas including the following.

- The tracking and monitoring of young people’s progress from S4 to S6 is now providing more information to better inform pupils and parents about their progress.
- The identification of young people who are at risk of under-achieving is better.
- The range of interventions in place to address under-achievement has increased.
- A curriculum framework which allows young people to specialise in their third year has been developed.
- The SQA presentation policy has been reviewed to ensure increased flexibility for young people.
We are unable to comment on the experience of young people in lessons as this was not part of this visit.

We discussed with the school senior leadership team and staff from Argyll and Bute Council how they might continue to improve the school. This is what we agreed with them.

- Monitor and evaluate the changes to the curriculum regularly and rigorously to ensure that they provide effective progression pathways and meet the needs of all young people.
- Improve further the communication and engagement with parents, staff and young people.
- Continue to work with staff to ensure that the assessment information from S1 to S6 is robust and founded on a clear understanding of standards.
- Develop further all staff’s understanding of young people’s progress towards qualifications.
- Monitor and evaluate the quality and impact of the interventions to address under-achievement.
- Improve the use of social media to communicate with and engage parents, share young people’s learning, and celebrate their successes.
- Review i-time to ensure it is having a positive impact on young people’s learning.

We discussed with members of the Parent Council the ways in which they are trying to ensure that they represent the views of all parents.

**What happens next?**

The school community now needs a clear and shared understanding of the future direction for the school. This will require a sustained and committed effort from parents, staff, young people and Argyll and Bute Council. As a result of this visit, we think that the school continues to need additional support from Argyll and Bute Council to make the necessary improvements.

As part of Education Scotland’s Local Partnership Agreement, our Area Lead Officer will continue to work with Argyll and Bute Council to build capacity for improvement, and will maintain contact with the school to review progress. We will return to carry out a further visit within six months of the publication of this letter. We will then issue a letter to parents on the extent to which the school has improved.

Yours sincerely

Elizabeth Morrison
HM Inspector
School Improvement Plan
2015-2016
Format of School Improvement Plan

The school improvement plan is broken down using the following statements highlighted below:

*Where are we now?*  
A description of what has already been done and where the school currently sits regarding this objective.

*Where do we want to be?*  
A description of the school’s vision in terms of where we want to be.

*How will we get there?*  
A brief detail of the work to be carried out to help progress this objective.
Overview of Priorities

1. Curriculum Design
   - Broad General Education
   - Senior Phase and post-school participation
   - Literacy, Numeracy, Health & Wellbeing, DSYW

2. a) Raising Attainment
   - Improving attainment for all
   - Improving attainment for lower attainers

   b) Recognising Wider Achievement

3. Learning and Teaching

4. Support for Pupils

5. Ethos

6. Management and Leadership
### PRIORITY 1: Further develop all aspects of the Curriculum

<table>
<thead>
<tr>
<th>Where are we?</th>
<th>Where do we want to be?</th>
<th>How will we get there?</th>
<th>Who?</th>
<th>When?</th>
<th>Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>• S1-3 BGE course of study</td>
<td>• Confident that BGE is equipping young people with the skills required for the senior phase</td>
<td>• Use evidence gathered through the Curriculum Review to improve aspects of the BGE experience</td>
<td>Evaluation and QA Group Individual departments</td>
<td>September</td>
<td>On-going throughout session 2015/16</td>
</tr>
<tr>
<td>• Annual department evaluation of course work</td>
<td>• Ensuring that senior phase curriculum is in line with the school vision</td>
<td>• Work will continue to ensure a consistency of experience for all pupils to ensure that Outcomes and Experiences are being fulfilled confidently throughout the Broad General Education</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Whole school evaluation of the BGE completed</td>
<td>• The learning experience of pupils is enhanced through enterprising and interdisciplinary learning</td>
<td>• Curriculum Review of the Senior Phase</td>
<td>Evaluation and QA Group Individual departments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• All departments have presented candidates for the first set of National Qualifications at Higher National 4/5 And Higher ensuring that the appropriate course structures and materials are in place for transition from the Broad General Education to the Senior Phase</td>
<td>• Learners are able to see connection in their learning across the curriculum</td>
<td>• Establish an IDL working group</td>
<td>Evaluation and QA Group Individual departments</td>
<td>On-going throughout session 2015/16</td>
<td></td>
</tr>
<tr>
<td>• Ensuring that senior phase curriculum is in line with the school vision</td>
<td>• Departments will continue to work together, as appropriate, on cross curricular and interdisciplinary projects and embed existing practice</td>
<td>• Departments will continue to work together, as appropriate, on cross curricular and interdisciplinary projects and embed existing practice</td>
<td>IDL group (to be established)</td>
<td>October</td>
<td>On-going throughout session 2015/16</td>
</tr>
</tbody>
</table>

**Notes**

- **September**
  - Curriculum review (senior phase) to take place in the first term in line with QA calendar
## PRIORITY 1: Further develop all aspects of the Curriculum

### Objective: Continue to develop the Senior Phase

<table>
<thead>
<tr>
<th>Where are we?</th>
<th>Where do we want to be?</th>
<th>How will we get there?</th>
<th>Who?</th>
<th>When?</th>
<th>Review</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NQ Development</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| - All departments are keeping up-to-date with current developments at national level – following the CfE timeline  
- A number of courses have been verified by SQA evidencing that assessments are in place that match/replicate national standards  
- First presentation of two year course of study under the new model  
- Assessments in place that match/replicate national standards  
- DSYW: Some NQ courses include employer talks, industry visits, and links with colleges/universities | - Developing and implementing new Advanced Higher courses  
- Sharing department good practice highlighted through verification process  
- Continuing to review and develop NQ course material  
- Maintaining internal Verification procedures are used consistently in all departments to ensure the administration and marking of assessment meets SQA standards  
- DSYW is seen as a responsibility for all staff. Classroom experience is linked to WofW skills | - Ensure staff are given every opportunity to develop new courses and assessments. Make every effort to fully resource all initiatives and development work in departments and faculties  
- Through Curriculum PT Meetings and Management meetings  
- Make time available throughout the school year, including in-service days to allow development of new courses and assessment  
- Review the Q&A & Self Evaluation Calendar to include moderation points  
- Improve awareness of the issue through all staff in-service. Establish a DSYW working group | SLT  
All departments | Oct  
Nov  
Jan  
Feb  
Mar | On-going throughout session 2015/16 |
| **Enhancement Course Programme** | | | | | |
| - An extensive range of courses is available to S4-S6 pupils  
- New courses have been introduced to the curriculum  
- Links with Argyll College have been established | - Develop Industry Relevant Qualifications and/or content  
- Developing the leadership capacity of our senior students through enhancement provision  
- Greater gender balance of provision in relation to vocational pathways with the college | - Consult with relevant employers and revisit skills record that is part of course planning  
- Develop an enhancement option that allows S6 students to lead initiatives within the school and local community. Explore the possibility of offering accreditation including Leadership  
- Identify college pathways that will add more breadth to the current provision. Work with Argyll College to plan for 2016-17 provision | SLT | | |
### Post School Transition

- All our school leavers accounted for within SLDR
- Strong SLDR results for HE & FE
- Young people are given a range of opportunities to access positive destinations
- Greater uptake of opportunities in relation to training and employment
- Further review and development of strategies to ensure positive destinations for those leaving at the end of S4
- Raise awareness of opportunities through internal communications. Work with school leavers, employers and parents to change local perception of such opportunities

### Notes

<table>
<thead>
<tr>
<th>S4 Year Team</th>
</tr>
</thead>
</table>
### Objective: Build on existing work to further develop “Responsibility for All” aspects of the curriculum across learning to improve standards for all pupils

<table>
<thead>
<tr>
<th>Where are we?</th>
<th>Where do we want to be?</th>
<th>How will we get there?</th>
<th>Who?</th>
<th>When?</th>
<th>Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy and Numeracy tasks embedded in S1-3 i-Time</td>
<td>Greater consistency across school in relation to marking pupil work</td>
<td>Promote use of whole-school correction code</td>
<td>WSPTs</td>
<td>August 2015</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Greater consistency across school in relation to marking pupil work</td>
<td>Whole-school Talk activity S1-3 marked using common criteria</td>
<td>All Staff</td>
<td>On-going throughout session 2015/16</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Develop personal reading programme with focus on greater differentiation and challenge</td>
<td>Use Reading Ages from primary schools to create tailored reading lists and alert i-Time tutors to advanced / struggling readers</td>
<td>English staff</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ensuring all young people leave school with a literacy qualification</td>
<td>Examine English and cross curricular evidence that could be used to achieve Literacy qualification</td>
<td>Literacy group</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health and Well being</td>
<td>Update health &amp; wellbeing audit</td>
<td>PT Whole Schools update audit through liaison with Curriculum PTs</td>
<td>All PTs</td>
<td>On-going throughout session 2015/16</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Introduction of health and wellbeing SQA Award</td>
<td>Use audit info to identify priorities and potential for IDL</td>
<td>All Staff</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Greater cross-curricular involvement in health and well-being</td>
<td>Review focus of health and wellbeing group</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>I-time content that all staff are responsible for delivering</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Breadth of enhancement opportunities in senior phase</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>DSYW</strong></td>
<td><strong>DSYW principles embedded in the curriculum</strong></td>
<td><strong>Inclusion of “Skills for Work Record” in the S3 Profile</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• In-service presentation delivered to all staff as prepared by SLDP4 Authority group</td>
<td>• Greater focus on skills and relating learning to real world context</td>
<td>• Making informed improvements through final feedback from QA and evaluation process</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Evaluating aspects of DSYW through BGE review and reflections on Curriculum Vision Statement</td>
<td>• Reducing 10% not in sustained positive destination</td>
<td>• Continue to develop industry relevant qualifications in senior phase</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• All staff are aware of SLDR for A&amp;B and HA</td>
<td>• Supporting our most vulnerable school leavers</td>
<td>• Increase provision for young people with Mental health problems</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Positive SLDR figures for HE &amp; FE</td>
<td>• Greater parental support for training and MA opportunities</td>
<td>• Raise profile of employment and training opportunities through website and local media</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 10% not in sustained positive destination</td>
<td><strong>All Staff</strong></td>
<td><strong>On-going throughout session 2015/16</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Excellent links with employers</td>
<td></td>
<td><strong>On-going throughout session 2015/16</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Notes**
### PRIORITY 2(a): Raising Attainment

**Objective: Improve attainment at all levels**

<table>
<thead>
<tr>
<th>Where are we?</th>
<th>Where do we want to be?</th>
<th>How will we get there?</th>
<th>Who?</th>
<th>When?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• STACS &amp; Fyfe data used as basis for analysing / benchmarking results in Senior School</td>
<td>• Improved attainment at all levels</td>
<td>• Analyse data from SQA attainment and agree action to address issues identified</td>
<td>SLT PTs Teaching Staff</td>
<td>Aug/Sep 2015</td>
</tr>
<tr>
<td>• Introduction of INSIGHT for all PTs</td>
<td>• Develop the use of INSIGHT as the tool to compare, analyse &amp; improve learning &amp; teaching in Senior School</td>
<td>• Introductory training to PTs and teachers on the use of INSIGHT</td>
<td>All staff</td>
<td>On-going throughout session 2015/16</td>
</tr>
<tr>
<td>• QA &amp; Evaluation system in place</td>
<td>• INSIGHT used effectively to: 1. Support learning &amp; teaching within the class room. 2. Identify school strengths &amp; areas for improvement</td>
<td>1. Support staff in the use of INSIGHT to analyse attainment data &amp; impact on their L&amp;T 2. Analyse the identified strengths &amp; areas of improvement to inform future SIP</td>
<td>PTs / All staff Self-evaluation group</td>
<td>On-going throughout session 2015/16</td>
</tr>
<tr>
<td></td>
<td>• Staff awareness of the 4 new national benchmarking measures and their contribution to improvement / tackling disadvantage</td>
<td>• Support staff in the use of INSIGHT to make positive use of the data to tackle disadvantage</td>
<td>All staff SLT Parent Council</td>
<td>On-going throughout session 2015/16</td>
</tr>
<tr>
<td></td>
<td>• Raise parental awareness and involvement</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Notes**
Objective (cntd): Focus on improving attainment at all levels

<table>
<thead>
<tr>
<th>Where are we?</th>
<th>Where do we want to be?</th>
<th>How will we get there?</th>
<th>Who?</th>
<th>When?</th>
<th>Review</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Study Skills</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Consolidation of learning is the main focus of senior school i-time</td>
<td>- Students in the Senior School can independently apply their skills for learning which have been developed throughout their time in Junior School to improve their attainment</td>
<td>- Responsibility of all staff to direct students to the appropriate consolidation work that can be undertaken at i-time</td>
<td>All Staff</td>
<td>Oct Nov Jan Feb Mar</td>
<td>On-going throughout session 2015/16</td>
</tr>
<tr>
<td>- I-time lessons in BGE &amp; Senior Phase to support development of Study Skills</td>
<td>- Pupils in the Junior School are developing skills for learning through a consistent whole school approach to Study</td>
<td>- Continued support sessions for developing study techniques</td>
<td>Year Teams</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- S1 Pilot of Study Skills programme</td>
<td>- Continue to roll out the Study programme with this continuing with S2 and the new S1</td>
<td>- PT Guidance S1 &amp; 2 to share and build on success of pilot</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- S4 Pilot of raising attainment programme</td>
<td>- Roll out to the new S4 Raising Attainment programme through i-time</td>
<td>- Staff training on focused learning conversations for the S4 Raising Attainment programme</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Year team co-ordination of Raising Attainment priorities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Personal Learning Planning</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- There is a process in place for Personal Learning Planning in both the Junior and Senior School.</td>
<td>- Greater consistency in reporting pupil progress through the PLP</td>
<td>- PLP updates integrated into department course planning</td>
<td>WSPTs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- A Working Group has been established</td>
<td>- Increased parental engagement with PLP</td>
<td>- PLP’s monitored and reviewed through QA &amp; Evaluation procedures</td>
<td>Curriculum PTs</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Communications - Parental engagement</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- S3 Information evening held at the beginning of S4 coursing.</td>
<td>- Improving communication with parents through the website to develop their knowledge and understanding of the curriculum, courses and how they can support their child.</td>
<td>- School and departmental website pages provide advice for parents to help with course work, study, revision and preparation for exams.</td>
<td>SLT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- S4-6 Transition Information newsletter/Supporting Senior Students</td>
<td></td>
<td>- All departments list on the website key items of homework that will be issued over the course of the year</td>
<td>PT Curriculum</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- New website launched</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Objective: Monitoring and Tracking

<table>
<thead>
<tr>
<th>Where are we?</th>
<th>Where do we want to be?</th>
<th>How will we get there?</th>
<th>Who?</th>
<th>When?</th>
</tr>
</thead>
</table>
| - SEEMIS Tracking & Monitoring used to create parental tracking and full reports to all year groups as per calendar | - Develop reports to take account of Authority direction re review of reporting across A&B  
- Improving communication with parents with regards to pupil progress | - Identify & respond to outcomes of Authority review          | All Departments           | Sept 2015      |

| - Tracking data used by Year Teams as appropriate  
- Raising Attainment strategy piloted with S4 students and Supporters | - Using tracking and monitoring information to support all learners  
- Develop the role of the supporter in using the tracking and monitoring process | - Training for Supporters and Tutors with regards to focussed learning conversations in relation to tracking and monitoring  
- Roll out of Raising Attainment Strategy pilot with senior school | SLT & Year Teams  
Guidance Staff | On-going throughout session 2015/16 |

## Notes

Tracking data being used by year teams to support attainment.
Waiting for finalised guidance from authority before development of policy, as a result this has rolled forward from previous Improvement Plan.
Use of tracking data by supporters feeds into Raising Attainment priority in developing S4 pilot of Raising Attainment Programme.
**Objective:** Recognise pupil wider achievement in their overall performance and improvement in becoming successful learners, confident individuals, responsible citizens and effective contributors

### Where are we?
- Achievement is celebrated at year group assemblies
- S3 graduation and Senior School Awards Ceremony formally celebrate success
- Praise postcards are used by departments to recognise achievement
- Website is used as a means to communicate our pupils’ achievements to parents and wider community
- Youth Achievement class for small group of S5 pupils
- Two members of staff trained in Youth Achievement Awards

### Where do we want to be?
- All pupil achievement is recognised and celebrated appropriately
- Formal recognition of achievement where possible
- Increasing engagement in Youth Achievement

### How will we get there?
- Develop a structure and systems for comprehensively recognising achievement
- Provide clerical support for the collation of information
- Identify key points in the year when all pupils can update their achievement record at i-Time
- Re-establish links with Saltire Awards

<table>
<thead>
<tr>
<th>Who?</th>
<th>When?</th>
<th>Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Staff</td>
<td>On-going throughout session 2015/16</td>
<td></td>
</tr>
<tr>
<td>Junior School Working Group (to be established)</td>
<td></td>
<td>On-going throughout session 2015/16</td>
</tr>
</tbody>
</table>

### Senior School Awards Evening - post results; academic & wider
- Celebrating Achievement working group established

<table>
<thead>
<tr>
<th>Who?</th>
<th>When?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Working Group</td>
<td>Jun 2015</td>
</tr>
</tbody>
</table>

### Notes

**PRIORITY 2 (b) Achievement**
## Objective: Continue to develop approaches to learning and teaching including ICT, Co-operative learning and AiFL

<table>
<thead>
<tr>
<th>Where are we?</th>
<th>Where do we want to be?</th>
<th>How will we get there?</th>
<th>Who?</th>
<th>When?</th>
<th>Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Learning intentions and success criteria are consistently used across the school</td>
<td><strong>Teaching Methodologies</strong>&lt;br&gt;• AiFL is embedded in practice across the curriculum</td>
<td>• Focus on developing questioning techniques through approaches to eliciting questions and Blooms Taxonomy</td>
<td>All Teaching staff</td>
<td>On-going throughout session 2015/16</td>
<td></td>
</tr>
<tr>
<td>- The purpose of learning is shared with pupils and they understand what is required to improve</td>
<td>• Ensure areas of improvement identified through the self-evaluation process inform the agenda for TLC working</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Self and peers assessment is used regularly</td>
<td><strong>Further development of teaching methodologies</strong></td>
<td></td>
<td></td>
<td>Sep-Dec 2015</td>
<td></td>
</tr>
<tr>
<td>- Pupils are given opportunities to work independently and with others</td>
<td></td>
<td></td>
<td>SLT/TLC working groups</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Classroom visits have taken place in all departments. These indicated that how questions were elicited needed development</td>
<td><strong>ICT</strong>&lt;br&gt;• Further development of ICT in learning</td>
<td>• Support the delivery of teaching methodologies through the work of the TLC&lt;br&gt;• Continue to evaluate and monitor through classroom observations</td>
<td>All Teaching Staff</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Pupils have been asked their views on the experience as learners via questionnaires and focus groups</td>
<td></td>
<td></td>
<td>SLT All Teaching staff</td>
<td>On-going throughout session 2015/16</td>
<td></td>
</tr>
</tbody>
</table>

### Notes
**Objective:** To meet learner’s emotional, physical, health and social needs.

### Universal Support
- Supporting our learners through i-time fully implemented
- Regular i-time meetings take place to allow PTG to support the tutors/supporters in their year team
- Year teams located together in year groups at i-time each day to allow for continuity and consistency of approach
- Strands re-organised and lead developers identified
- Audit to focus on coverage of Mental + Emotional and Social +Physical wellbeing (HWB 3-01a/HWB 4-01a to HWB 3-08a/HWB 4-08a). Design and implement i-time content where appropriate and provide relevant CPD for tutors/supporters where required
- Tutor/Supporter role providing staff with the opportunity to develop leadership skills
- Increased number of pupils presenting with Mental Health issues reflecting the national picture

### Where are we?
- I-time curriculum enhanced taking into account feedback from quality assurance process and areas identified for improvement by PTGs
- Priorities identified and timescale established for implementation of each strand within i-time
- Develop the role of the key adult, including increased support for the involvement within the staged intervention
- Improving provision of support that can be accessed in school

### Where do we want to be?
- Regular discussion at Guidance Meetings
- Appropriate training identified for PTG, tutors/supporters to be delivered during designated i-time meetings to improve provision within Universal Support
- Provision of nurture room that will give pupils access to a relaxing space
- CHALMS nurse based in school
- Continue provision of Seasons for Growth course

### How will we get there?
- All PTG
- March 2015
- SLT Guidance
- Nov 2015

### Who?
- All PTG
- March 2015

### When?
- March 2015

### Notes
**Objective 1 (CNTD): To meet learner’s emotional, physical, health and social needs.**

<table>
<thead>
<tr>
<th>Where are we?</th>
<th>Where do we want to be?</th>
<th>How will we get there?</th>
<th>Who?</th>
<th>When?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Targeted Support</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Staff currently working closely with pupils both in class and within the Pupil Support department</td>
<td>• Increased number of update periods for the risk matrix taking into account new recommendation for monitoring S3 pupils</td>
<td>• Discussion with appropriate external agencies to establish the require periods of analysis and build into Guidance Calendar through discussion at Guidance meetings.</td>
<td>All PTG Year Teams</td>
<td>Sept 2015</td>
</tr>
<tr>
<td></td>
<td>• Risk Matrix update identified and built in to Departmental Calendar to establish appropriate information on LAC and other vulnerable pupils</td>
<td></td>
<td></td>
<td>Sept 2015</td>
</tr>
<tr>
<td></td>
<td>• Support Plans completed and monitored for pupils with identified additional support needs and barriers to learning</td>
<td>• Planning for Pupils pilot fully implemented into the daily working of the school allowing for support plans to be added and updated electronically within SEEMIS</td>
<td>Working Group</td>
<td>Oct 2015</td>
</tr>
<tr>
<td></td>
<td>• Planning for Pupils CPD delivered to Guidance &amp; Pupil Support PTs.</td>
<td>• A clear overview of all policies that give an overview of the school approach and inform PTG as they progress through year groups</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• O4A group, Risk Matrix, Positive Destinations, SDS support, JST, Support Plans, FLP all contributing towards DSYW agenda</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Attendance</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Pupils’ attendance is monitored by guidance staff and Attendance Officer daily.</td>
<td>• Full implementation and regular quality assurance of ‘Hermitage Academy Daily Support for Attendance Monitoring’ document</td>
<td>• Attendance Officer to attend Full Guidance Team meetings</td>
<td>All PTG Attendance Officer Year Teams</td>
<td>On-going throughout session 2015-16</td>
</tr>
<tr>
<td></td>
<td>• Attendance Officer liaises with staff to identify pupils who require attendance letters.</td>
<td>• Increased level of percentage attendance and reduction in late coming across the school</td>
<td></td>
<td>Sept 2015</td>
</tr>
<tr>
<td></td>
<td>• PAYBACK established for late-coming</td>
<td>• Set guidelines for following up incomplete staff registers established and fully implemented</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Evaluating the impact of PAYBACK policy</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>SLT</td>
<td></td>
</tr>
</tbody>
</table>

**Attendance Officer**

- Attend Full Guidance Team meetings
- Percentage targets set by each year team for improving attendance at their stage
- Through discussion at SLT meetings
- Review procedures and use to inform policy
### Promoting Positive Behaviour

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th>Aug 2015</th>
<th>On-going</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff are reminded at</td>
<td>• Staff are fully aware of staged intervention procedures and</td>
<td>• To continue to remind staff at the start of each new session</td>
<td></td>
<td>Aug 2015</td>
<td>On-going</td>
</tr>
<tr>
<td>the start of each</td>
<td>theses procedures are used consistently across the school</td>
<td>• All approaches to be included in the new handbook for staff</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>new session about the</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>staged intervention</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>approach</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Staff are fully aware  | • To continue to remind staff at the start of each new session  |                                                                  |                                                                  | Aug 2015               | On-going               |
| of staged intervention | • All approaches to be included in the new handbook for staff   |                                                                  |                                                                  |                        |                        |
| procedures and theses  |                                                                    |                                                                  |                                                                  |                        |                        |
| procedures are used    |                                                                    |                                                                  |                                                                  |                        |                        |
| consistently across the|                                                                    |                                                                  |                                                                  |                        |                        |
| school                 |                                                                    |                                                                  |                                                                  |                        |                        |
| All approaches to be   |                                                                    |                                                                  |                                                                  | Aug 2015               | On-going               |
| included in the new    |                                                                    |                                                                  |                                                                  |                        |                        |
| handbook for staff     |                                                                    |                                                                  |                                                                  |                        |                        |
# Objective: Increase pupil decision making and contribution to the life of the school

<table>
<thead>
<tr>
<th>Where are we?</th>
<th>Where do we want to be?</th>
<th>How will we get there?</th>
<th>Who?</th>
<th>When?</th>
<th>Review</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clan System</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Clan system has been reviewed</td>
<td>• Clan system in operation</td>
<td>• Establish a working group that will launch and manage the clan system</td>
<td>SLT</td>
<td></td>
<td>Oct Nov Jan Feb Mar</td>
</tr>
<tr>
<td><strong>Prefects</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• S6 pupil undertake prefect duties</td>
<td>• Further develop prefect system to offer increased leadership development to S6 students</td>
<td>• Develop enhancement course/opportunities that focus on leadership skills</td>
<td>S6 Team</td>
<td>August</td>
<td></td>
</tr>
<tr>
<td>• Through focus groups pupils have raised that they would like the opportunity to develop leadership skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Rights Respecting Schools</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Established structure for Pupil Council</td>
<td>• Pupil voice integrated into the Rights Respecting Schools</td>
<td>• Continue to develop training of council members with senior pupils taking a more active role in developing training across all year groups</td>
<td>SLT</td>
<td>On-going throughout session 2015/16</td>
<td></td>
</tr>
<tr>
<td>• Mechanisms in place for pupil voice to feed into school improvements</td>
<td>• Raise awareness of all staff with regards to Rights Respecting Schools</td>
<td>• All staff information on Rights Respecting Schools</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Regular feedback provided by Pupil Council members during I-Time and at assemblies</td>
<td>• Use the Rights Respecting Schools to bring together aspects of whole school ethos such as SOS, Pupil Council, Flushed for Success</td>
<td>• Short term working party group</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Use the Rights Respecting Schools to bring together aspects of whole school ethos such as SOS, Pupil Council, Flushed for Success</td>
<td>• Continue to develop training of council members with senior pupils taking a more active role in developing training across all year groups</td>
<td>• Ensure each year group has a focus for the session and continue to build on Flushed with Success and incorporate into development of Rights Respecting Schools</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Notes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Notes**
## Objective: Develop leadership at all levels

### Where are we?
- Staff are given opportunities to lead and manage initiatives within the school
- All staff have had the opportunity to be involved in leadership CPD
- CPD leadership opportunities published to all staff

### Where do we want to be?
- Continue to strengthen collegiate working and professional autonomy
- Develop a sustainable approach to developing leadership across the school
- Encouraging a collegiate approach to building leadership capacity

### How will we get there?
- Continue to provide opportunities for teachers to lead and manage initiatives within the school
- Continue to ensure leadership opportunities are offered to teaching and support staff

<table>
<thead>
<tr>
<th>Who?</th>
<th>When?</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLT</td>
<td>On-going throughout session 2015/16</td>
</tr>
<tr>
<td>PTs Curriculum</td>
<td>On-going throughout session 2015/16</td>
</tr>
</tbody>
</table>

### Notes

### Leadership

<table>
<thead>
<tr>
<th>Leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td>On-going through session 2015/16</td>
</tr>
</tbody>
</table>

### SLT

<table>
<thead>
<tr>
<th>SLT PTs Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>On-going throughout session 2015/16</td>
</tr>
</tbody>
</table>
Cuts to Education – loss of librarians.

Letter from ex-head teacher at Tobermory High School

Hello! Geoff U passed me your email address and it's good to be in contact. I was an English teacher + Headteacher at Tobermory High from 1995 to 2011, still live on Mull and am still interested in education issues. The removal of our school librarians has appalled me and I do hope that there are folk in Helensburgh willing to make a noise.

This decision could be overturned, in theory. The Mull and Iona Library Action Group (a local parent group) went to a local Area Committee meeting of councillors in April to ask for the decision to be reconsidered and was told no-one else, in other parts of Argyll, was concerned about the removal of school librarians.

I think what's needed is for concerned parents in each of the Council areas to repeat this process of going to an Area Committee meeting to raise the issue, with the aim of asking councillors to review their decision to make this cut Would be really happy to help you plan this ... and to come to the meeting with you, if you wished. However, it needs to be soon, as these are monthly meetings and we don't have many months left before our librarians vanish!

Please feel free to call me on 01688 302428 if you'd like to discuss issues / tactics

Every best wish,
Jenny Des Fountain

Also: 1. Have you looked at facebook Supporters of Argyll and Bute School Libraries (SABSL) page? Attached to that page is a change.org petition and you might like to encourage folk to sign that. They will automatically get updates / calls to action, then. However, the Council is doing a great job of ignoring it!
2. The change.org page has a list of councillors who voted for the cuts. You might get people to write to those 19, and ask them to explain their position... and their plans for the future of school libraries without librarians? Letters to your local press are always useful, too.
3. Also on facebook is the Mull and Iona Library Action Group, which has been successful in terms of press coverage and gathering wider support for their campaign (on Mull, we are losing our public library van as well as our school librarian). Again, sadly, the Council seems able to slough off criticism.
4. Finally, there is a national campaign: see facebook, Save Scotland's School Libraries. They have a petition lodged at Holyrood and, with CILIPS (the librarians' professional association), have been encouraging all parties to take up the school library cause as part of their election promises. A+B C is not the first Council to have cut school librarians, but it is the first rural authority to have done so and the first to cut all provision. SSSL wants Holyrood to safeguard school library provision. Wouldn't it be ironic if A+B C dismantles school librarian posts then finds itself having to reinstate them, a few years down the line?

E-mail sent to A&B Education Director on 25 Feb 2016

From: Mike Heath <cairds4@yahoo.co.uk>
To: Ann Marie Knowles <annmarie.knowles@argyll-bute.gov.uk>
Cc: Geoff Urie <geoff.urie@argyll-bute.gov.uk>; "gordon.urquhart@argyll-bute.gov.uk"
<gordon.urquhart@argyll-bute.gov.uk>
Sent: Thursday, 25 February 2016, 2:17
Subject: Librarians at Hermitage Academy

Ann Marie,

I spoke to Geoff Urie and Gordon Urquhart about the sad situation regarding the librarians at Hermitage Academy as a result of the funding reductions applied by Argyll and Bute Council.
It is obvious how valuable the library is to the school. For example, students presenting at a variety of levels and subjects need access to library facilities in order to undertake their assessed assignments. Reading levels have increased dramatically as a result of the librarians efforts.

Are you able to tell me what scale of annual funding would be required to reinstate a minimum level of librarian cover in the school? Presumably, re-employing the existing librarians though A&B Council would be problematic as they have now been dismissed. So we would have to explore alternative, creative solutions to re-engaging librarians. However, it seems to me that this is just the sort of thing that the Parent Council could tackle, by tapping into the collective ideas and resources of the Parent Forum.

A contribution of £20 per pupil in the school would raise over £20,000 to tackling the problem.

Please let me know how we can help with this important matter.

Mike Heath