

# Bannockburn High School



**Stirling Council**

## Standards and Quality Report

Session 2023/24



## Head Teacher's Introduction

Welcome to Bannockburn High School's Standards and Quality Report for session 2023/2024.

Upon reflecting on session 2023/24, we have much to be proud of as a school community. Throughout the school year our dedicated, hard-working and caring staff team, who have been granted the extraordinary privilege of working with our young people, have demonstrated an unwavering focus on supporting them all to be the best they can be. To our most important partners - our parents and carers – we thank you for your continued support and forbearance throughout this year. We are looking forward to continuing to work with you to shape the brightest future for all of our young people.

In Bannockburn High School, we believe that we should place values first and everything else second - they are the starting point from which all areas of school life and community should grow. We believe that our school should be a community of hope and optimism - we are after all shaping society's future – a dynamic vibrant place brimming full of confidence where our young people, our hope for the future, flourish. Reflecting how a school session has gone inevitably involves attainment performance. In S4 36% of young people gained 5 or more level 5 qualifications. In S5 66% of our young people gained 5 or more level 5 qualifications and 23% of our young people attained 5 or more level 6 qualifications. In S6 65% of our year group attained 5 or more level 6 qualifications and 39% of the year group attained 1 or more level 7 qualification. Last year - 91% of our leavers from S4, S5 and S6 entered a positive destination. Furthermore, within that 91%, 31% of those young people went off to university. It is important to remember that we are still recovering from the impact of COVID 19 and our young people thoroughly deserve such high levels of success given the momentous challenges they have had to overcome.

However, in Bannockburn High School, we celebrate the achievement of our young people: not only academic attainment in subject courses but personal achievement. The official definition of the Scottish curriculum includes the phrase "the totality of all that is planned". In other words, anything that is planned for young people through the school is part of the "totality" of the curriculum. Thus, school activities of any kind – school trips, school shows, school concerts, school sports, school charities, school events – anything that is planned by the school in or out of the classroom, contributes to the curriculum. The focus on student mental health and wellbeing continues to be a priority for us and during 2023-24, Bannockburn High School offered an impressive range of clubs, events, excursions, dances, shows and activities run on a daily, weekly and termly basis across the school. Our staff team worked extremely hard to provide these experiences for our young people and you will see many examples of these throughout this report.

In this Standards and Quality Report we aim to address some important evaluative questions:

1. How well do the young people in Bannockburn High School learn and achieve?
2. How well do we support our young people to develop and learn?
3. How well do we improve the quality of our work in Bannockburn High School?

Our report is divided into four key sections including, (a) our school context, aims, vision and values, (b) evaluation comments on improvement priorities from last session including whole school attainment, (c) a statement on the impact of our Pupil Equity Funding spend and finally, (d) our detailed Faculty Standards and Quality Reports.

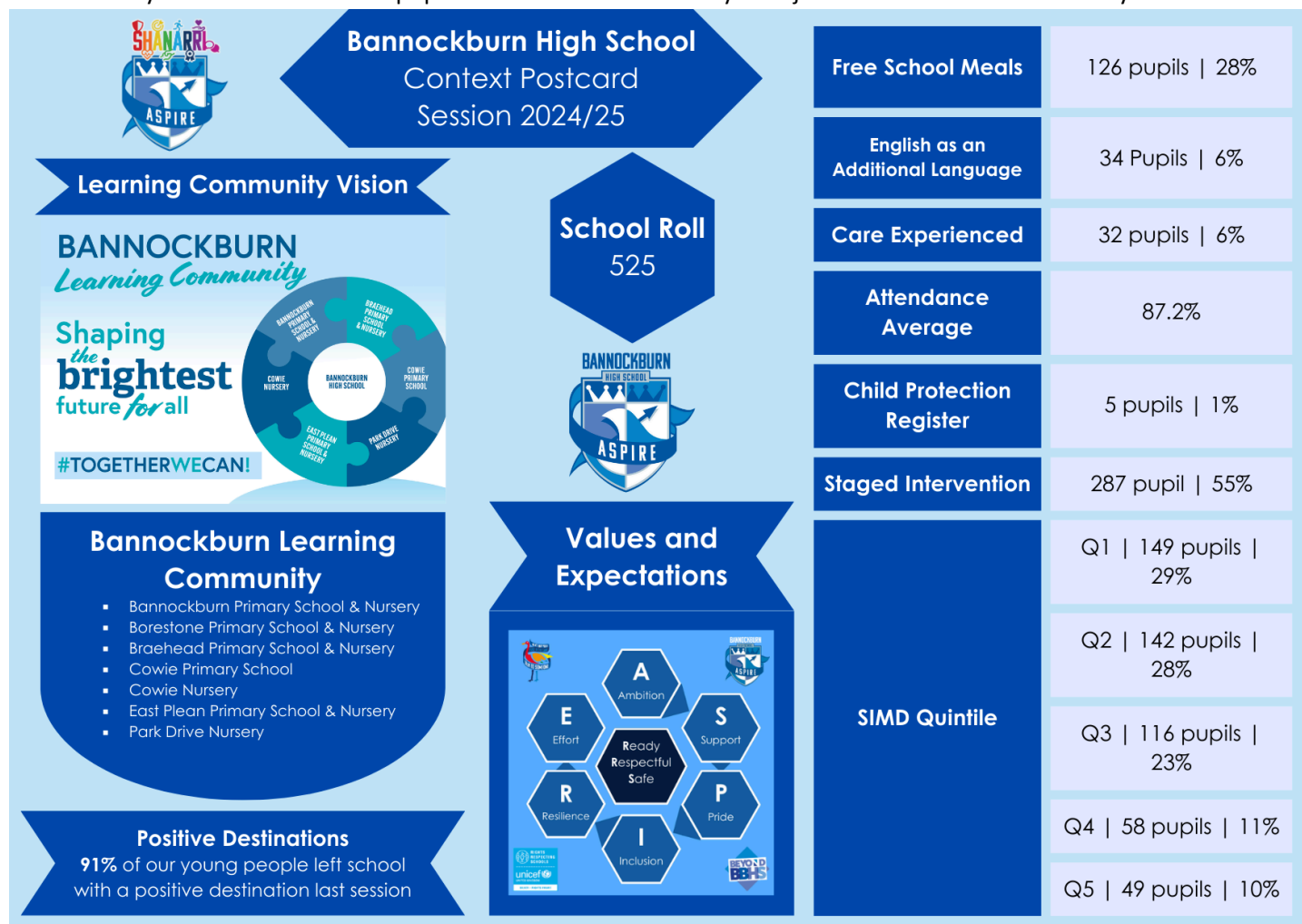
Our young people are fiercely proud of our school as is everyone who works within or with it. I hope you enjoy reading about our work during session 2023/24 in the pages that follow. We look forward with anticipation and excitement to the year ahead and to taking forward our improvement priorities which will ultimately lead to better outcomes and increased life chances for our young people.

**Mrs Karen Hook, Head Teacher**



## School Context

Our school is a comprehensive secondary school situated in the village of Bannockburn, on the southern side of the historic city of Stirling. At present, our school community has around 530 pupils, with our catchment encompassing our associate primary schools of Bannockburn Primary School, Braehead Primary School, Cowie Primary School and East Plean Primary School. We also have pupils in our school community who join us from Borestone Primary School.



## Our School Aims

As a school community, we encourage each other to be **ambitious** and to aim high, to build self-esteem, in order that we grow and develop as individuals and as a learning community. We are fully committed to delivering the very highest levels of **support**, both universal and targeted, taking a child-centred approach which promotes and supports wellbeing, inclusion, equality and fairness. We take great **pride** in our school, in ourselves, in each other and in the local community. Our young people are our greatest asset, and we are exceptionally proud to be part of their journey. We are **inclusive** and welcome all who wish to be part of our school and aim to create a community of learning in which all barriers to education are removed. We recognise the increasing complexities of the world our young people are growing up in and the need to build **resilience**. Our approaches to health and wellbeing help to build and develop physical and mental health, as well as ensuring that our young people feel connected, both to their school community and to each other. Finally, as a school community, we strive to be the best we can be, and we know that to achieve our potential requires the very highest levels of **effort**: we work hard consistently, giving every situation and opportunity our best, even in the face of challenge. Together we embody our school values in everything that we do and in everything that we are. In Bannockburn High School, along with the Bannockburn Learning Community, we **ASPIRE** to **shape the brightest future for all**.

## Our School Vision and Values

We are committed to the education of the whole person – moral, intellectual, social and physical. We welcome all who wish to be part of our school, and we aim to create in our school, a community of learning in which our ASPIRE values permeate everything we do.



We are extremely proud of our school and our positive ethos which promotes community engagement. This is reflected in our Parent Council and Pupil Improvement Teams.

At Bannockburn High School we place values and the concept of the common good at the centre of our school's aims and the formation of character, at the heart of our school's endeavours.

## BANNOCKBURN *Learning Community*

Shaping  
*the*  
**brightest**  
future *for* all

#TOGETHERWECAN!



## Progress for the Session - School Priorities

<b>School Priority:</b>	Learning & Teaching - further development of the Learning & Teaching Framework to focus on embedding core principles, CLPL and practitioner enquiry working in order to continue to improve the consistency and quality of learning experiences across the curriculum.
<b>Progress:</b>	Demonstrated by colours: <b>Green</b> - completed, <b>Orange</b> - partially completed, <b>Red</b> - not completed
<b>Impact:</b>	<p><b>Development of Coaching Skills across Curriculum Leaders (CLs)</b> Improved quality of observation and feedback across the school. CLs are skilled in coaching techniques which can be further shared across the school.</p> <p><b>Practitioner Enquiry</b> Almost all teaching staff engaged in Professional Enquiry in line with GTCS standards. Teachers engaged in professional reading and reflected upon and adapted practice as part of this process. Sharing of good practice and findings were shared during Teacher Learning Communities (TLC) time and at the end of year showcase.</p> <p><b>Learning and Teaching (L&amp;T) Professional Development</b> The L&amp;T inserts were delivered by the OSIRIS cohort/ L&amp;T Group at each staff development day and followed the structure of the tutorials. This has led to more consistent approaches to learning and teaching across all faculties. Professional dialogue was integral to the sessions thus fostering collaboration.</p> <p><b>Introduction of Faculty Focus Weeks</b> This allowed for more opportunities to engage in learning and teaching observations and highlight areas of good practice to be shared and areas for development identified. By involving peers and colleagues from other schools, we were able to work towards developing and embedding systematic practice across faculties. Faculties undertook their own self-evaluation processes and engaged with HIGIOS 4 challenge questions.</p>
<b>Next Steps:</b>	We will continue our work in relation to learning and teaching with a focus on learner agency, pace and challenge, linking skills to learning by embedding a shared understanding of the BBHS lesson framework.

<b>School Priority:</b>	Inclusion - focus on attendance, parental engagement, learner participation and celebration of wider achievement
<b>Progress:</b>	Demonstrated by colours: <b>Green</b> - completed, <b>Orange</b> - partially completed, <b>Red</b> - not completed
<b>Impact:</b>	<p><b>Attendance</b> We have improved our use of data and to have a greater understanding of research based on the topic of school attendance and engagement. We improved the use of the attendance data spreadsheet, with a focus on interventions at all levels. Our average school attendance has increased from 85.6% in Session 2022-23 to 87.2% in Session 2023-24. We have made specific improvements with Quintile 1 and Quintile 5 learners. Quintile 1 increased from 79.6% in Session 2022-23 to 83.8% in Session 2023-24. Quintile 5 increased from 87.1% in Session 2022-23 to 92.6% Session 2023-24.</p> <p><b>Exclusions</b> We have reduced the number of young people being excluded from school. In Session 2022-23 there were 21 exclusions (4.12% of the school roll) and in Session 2023-24 there were 10 (1.97% of the school roll).</p> <p><b>The HIVE</b> We increased the number of healthy and wellbeing related activities we provided for young people within our learning community, and parents had the opportunity to get access to activities and signposted to further supports. Additional activities this session included Skateboarding, Football and Family Cinema Night.</p>

	<p><b>Celebration and Tracking of Wider Achievement</b> The wider achievements of all young people were recorded and monitored to allow for both celebration of wider achievements and intervention where a young person is not achieving. Google form was created to capture achievement on a monthly basis, recorded in a spreadsheet and celebrated on social media.</p> <p><b>Pupil Improvement Teams (PITs)</b> We have streamlined our PITs to include the Young Leaders of Learning and Social Justice Ambassadors roles. Young people have been trained in both areas.</p> <p><b>Celebration Weeks</b> By planning to celebrate specific subject related days/weeks, faculties will see increased pupil and parental engagement.</p> <p><b>GIRFEC</b> There was a focus last session on GIRFEC process improvement with our Educational Psychologist. Two meetings have taken place and we engaged in a self-evaluation exercise. A survey was sent out to other stakeholders to assist in the self-evaluation exercise. The focus was on improvements to our use of Form 4.</p>
<b>Next Steps:</b>	We will continue our improvement work in relation to inclusion with a continued focus on attendance, GIRFEC processes, Parental Involvement and Engagement, becoming more trauma informed and relationship based using the Neurosequential Model for Education (NME). We will continue to develop our PITs by adopting the Youth Voice Charter using the Youth Voice Toolkit.

<b>School Priority:</b>	Raising Attainment - Monitoring, Tracking & Interventions, learner conversations and moderation
<b>Progress:</b>	Demonstrated by colours: <b>Green</b> - completed, <b>Orange</b> - partially completed, <b>Red</b> - not completed
<b>Impact:</b>	<p><b>Monitoring, Tracking and Interventions</b> By introducing Tracking Intervention Meetings, ELT and staff became more confident working with data to improve performance. This led to earlier intervention for individuals and cohorts, with agreed actions identified.</p> <p>Professional development on the Tracking System was delivered to CLs and Principal Teachers of Pupil Support (PTsPS) who then shared this with their teams which has led to a better understanding of how to use the data to support interventions and improvement.</p> <p><b>Learner Conversations</b> We further developed our learner conversations to ensure consistency and improved learner ownership over their learner journey.</p> <p><b>Faculty Tracking</b> We developed consistency around approaches to Faculty tracking which is leading to better access to data and more timeous interventions to support attainment and achievement.</p> <p><b>Mentoring Approaches</b> Our mentoring programme for targeted groups of pupils in S4 and S5 has benefitted pupils and improved individual attainment. Feedback from pupil questionnaires indicated that pupils felt more supported and thought that they benefited from having someone to talk with.</p> <p>Our work began with MCR Pathways to help support young people to realise their full potential through our school based mentoring programme. (See MCR Pathway section of our Pupil Equity Fund Impact Statement.)</p>

Next Steps:	We will continue to focus on improving attainment for targeted groups through mentoring and study groups. Our focus on tracking wider participation and achievement will allow us to identify gaps. Our focus on raising Senior Phase and BGE attainment will lead to improved attainment for all.
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School Priority:	Curriculum - BGE, whole school Literacy & Numeracy, LfS and learning community focus
Progress:	Demonstrated by colours: <b>Green</b> - completed, <b>Orange</b> - partially completed, <b>Red</b> - not completed
Impact:	<p><b>Whole school Numeracy, Literacy and LfS focus</b> We began to refresh our whole-school approaches to these areas and will continue our work this session.</p> <p><b>Upper primary/secondary school group created with representatives from each primary to focus on literacy pedagogy</b> These groups shared practice and moderated between upper primary school teachers and secondary English teachers which led to a better understanding of levels and closer partnership working.</p> <p><b>Bannockburn Learning Community (BLC) Approaches to Numeracy group will continue their work with Education Scotland to trial then upscale approaches to teaching Numeracy</b> The group continued with year 2 of their joint work to support improvements in Numeracy teaching and learning. Small subgroups conducted practitioner enquiries around their area of focus. Professional development was delivered to colleagues and progression pathways produced in the area of decimals, fractions and percentages. Teachers reported increased confidence in teaching these aspects of Numeracy.</p> <p><b>BGE Curriculum Faculty Presentations</b> Curriculum Leaders shared their BGE rationales with each other and identified areas of joint working. We explored approaches to Project Based Learning to enable small pilots to take place.</p> <p><b>Creation of School Apprenticeship Programme in Partnership with Youth Services</b> 5 young people successfully completed our School Apprenticeship Programme. Average attendance of participants rose from 82% to 98% by the end of the programme. All young people gained 100% of qualifications they set out to complete. Young people reported improved wellbeing as well as school staff reporting increased pupil participation and engagement.</p>
Next Steps:	We will refresh our whole school approaches to Numeracy teaching across the school, continue to focus on further development of approaches to teaching Numeracy across the BLC. We will focus on improving levels of Literacy with the whole school programme 'Literacy across Learning'. There will be a focus on improving the delivery of the BGE and SP curriculum in Pathways, structured in a more nurturing and trauma informed way and a focus on reviewing the BGE to seek innovative approaches to delivering outcomes and entitlements for learners.

School Priority:	Values and Ethos – UNCRC Focus
Progress:	Demonstrated by colours: <b>Green</b> - completed, <b>Orange</b> - partially completed, <b>Red</b> - not completed
Impact:	<p><b>Values Refresh</b> During session 2023/24 we undertook a refresh of our school values through consultation with our young people, staff and parents. Our community values of Ambition, Support, Pride, Inclusion, Resilience and Effort now completely align with what we stand for in our school.</p> <p><b>United Nations Convention of the Rights of the Child (UNCRC)</b> We began to ensure that UNCRC is embedded into our core practice, policies and procedures by evaluating our existing and new policies to ensure that they align with UNCRC. We have continued to raise awareness of UNCRC to parents and the wider community through newsletters and communication. We have</p>



	<p>introduced a new programme of work on UNCRC within our BGE Social Subject curriculum resulting in a better awareness and understanding amongst learners of UNCRC.</p> <p><b>Mentors in Violence Protection Programme (MVP)</b>  Last year our 26 Mentors in Violence Prevention ran a "safe space" every Monday lunchtime as well as mentoring younger pupils. They attended all parents' evenings as well as Parent Council meetings to promote their work. This year 30 new mentors participated in a full day training session at Stirling University. Our new mentors have been paired up with either a group or a 1 to 1 mentoring opportunity with S1 or S2 pupils. Some have begun to volunteer at clubs across the schools, the ASN Hub and in the Pupil Support Centre on a Monday lunchtime.</p>
<b>Next Steps:</b>	<p>We will continue to embed UNCRC across our school. There will be a focus on Health and Wellbeing as a responsibility of all to ensure a shared understanding of wellbeing across the school. We will refresh our Mobile Device Policy to reduce disruption to learning within classes. There will continue to be a focus on improving outcomes for Care Experienced young people through a continued commitment to The Promise.</p>

## Whole School Attainment

The pages that follow use Insight data to give a rounded picture of initial school performance, broadening out the data that was previously presented nationally.

The Local Measures figures on the pages that follow capture performance for all our pupils who completed assessments and outcomes by June 2024 – with this data published in September 2024. Our 2023/24 National Measures data will be published in February 2024, and this provides outcomes for all leavers from the past session.

Regarding our breadth and depth measures for 2023/24, in S4 36% of young people gained 5 or more level 5 qualifications. In S5 66% of our young people gained 5 or more level 5 qualifications and 23% of our young people attained 5 or more level 6 qualifications. In S6 65% of our year group attained 5 or more level 6 qualifications and 39% of the year group attained 1 or more level 7 qualification.

### S4 Literacy and Numeracy

In S4 our performance at level 4 (83%) is sitting above our virtual comparator school (81%). Our performance at level 5 (54%) is broadly in line with the virtual comparator (55%) school and has increased from 34% last year.

### S5 Literacy and Numeracy

In S5 our performance at level 4 (91 %) is sitting above our virtual comparator school (86%). Our performance at level 5 (78%) is well above the virtual comparator school (67%) and has increased from 61% last year.

### S6 Literacy and Numeracy

In S6 our performance at level 4 (91%) is in line with our virtual comparator school (91%). Our performance at level 5 (80%) compared to our virtual comparator school (81%) is broadly in line but has increased from 76% last year.

### S4 Improving Attainment for All

In S4 our lowest 20% and middle 60% of learners' average tariff points have dipped below our virtual comparator school. However, the tariff points remain above the last three year average. Our top 20% of learners' tariff points are broadly in line with the virtual comparator school and have significantly improved against the last 3 year average of tariff points.

### S5 Improving Attainment for All

In S5 our lowest 20% group of learners' average tariff points are well above our virtual comparator school. For our middle 60% group of learners we are broadly in line with our virtual comparator school and above the virtual comparator school based on S4 roll. For our highest 20% of learners there will be a focus on improving the tariff point scores to bring us more in line with our virtual comparator school however, there has been an improvement from last year's scores.

### S6 Improving Attainment for All

In S6 our lowest 20% group of learners' average tariff points are well above our virtual comparator school. For our middle 60% group of learners we are broadly in line with our virtual comparator school and above the virtual

comparator school based on S4 roll. For our highest 20% of learners there will be a focus on improving the average total tariff point scores to bring us more in line with our virtual comparator school; however, there has been an improvement from last year's scores. Last session we had more young people not completing or leaving school mid-session. Also, S6 performance is always set against the many varied wider achievement experiences that are available for our young people.

#### **S4 Attainment versus Deprivation**

Learners across most deciles are performing in line or above our virtual comparator schools. In decile 2 and 8 we fall below the virtual comparator school due to issues relating to low or no attendance, mental health challenges, ASN. These are all areas of focus.

#### **S5 Attainment versus Deprivation**

Learners across most deciles are performing in line or above our virtual comparator schools. In decile 6 and 7 we fall below the virtual comparator school due to issues relating to low or no attendance, mental health challenges, ASN. These are all areas of focus.

#### **S6 Attainment Versus Deprivation**

In S6 we see more of a mixed picture with solid performance in line or above the virtual comparator within decile 3. Our whole school and targeted approaches to raising attainment will support improvement in the other deciles as well as our approaches to supporting those with low or no attendance, mental health challenges, ASN.

#### **S4 Positive Destinations (2023/24) figure is not published until the February 2025 update)**

In S4 our 98% of our leavers entered a positive destination compared to the virtual comparator of 97%. In this measure in S4 we have seen 5 years of being above or in line with our virtual comparator which indicates a positive trend. The focus this session will be on maintaining this figure.

#### **S5 Positive Destinations (2023/24 figure is not published until the February 2025 update)**

In S5 95% of our young people entered a positive destination inline with our virtual comparator figure of 95%. This again indicates a strong performance which has been sustained from the previous 2 years. The focus this session will be on maintaining this figure.

#### **S6 Positive Destinations (2022/23 figure is not published until the February 2024 update)**

In S6 84% of our young people entered a positive destination compared to our virtual comparator figure of 96%. This figure has dropped below our usual performance which had been sustained over the previous four years. The focus this session will be on improving this figure.



## **Pupil Equity Fund**

Last session Bannockburn High School was awarded Pupil Equity Funding which is additional funding allocated directly to schools and targeted at closing the poverty related attainment gap. The Scottish Government has committed to this funding as part of the Scottish Attainment Challenge programme from 2017/18.

### **Social and Emotional Wellbeing**

In adding another Principal Teacher to the Pupil Support Team we continue to see improvements in pupil behaviour, attendance and better communication with our families. We continue to ensure appropriate learning opportunities are in place through bespoke timetabled experiences and we have Increased contact with families in our targeted group. Our Health and Wellbeing Support Officers (HWSOs) supported 17 young people on a one-to-one basis and all of their engagement was better following the support provided.

### **Food Parcels**

Families who might benefit from support were identified through conversations with pupil support staff, and families directly who were struggling financially. A message was put out on the school app for any family who was struggling with food etc to contact the HWSOs. From August to October 2023, 7 families were supported with 23 food parcels, from October to December 2023, 28 parcels were delivered to 8 families, from January to March 2024, 36 parcels were delivered for 8 families and from April to June 2024, 19 parcels were delivered to 7 families.

Some feedback from our families:

‘The food parcels every Friday are brilliant. They help out a lot over the weekend and the kids love the snacks. Thanks again.’

### **Christmas Gifts**

Christmas gifts were delivered to 109 pupils. These parcels would not have been possible without the generous donations of Secret Santa gifts from staff members at Bannockburn High School and Heart of Braehead community.

Some feedback from our families:

### **Pre-loved School Uniform**

Pupils were identified through conversations with pupils, pupil support teachers and other staff members. In addition to this, uniform support was provided for new enrolments and directly with families who were struggling financially. 77 families were supported with uniform during session 2023-24 and 19 families from our associated primary schools.

### **Nearly New Christmas Toy Sale**

Approximately 40 families benefited from our Nearly New Christmas Toy Sale held in school for any family needing support with Christmas gifts for family members. It was advertised on Social media, School App. HWSOs identified families who were phoned/text with reminders. Transport, hot drinks and mince pies were supplied.

### **Attendance and Parental Engagement**

Attendance is improving for our targeted group of young people and appropriate pathways are being mapped out to ensure the best possible chance of positive destinations. Our HWSOs worked with 123 young people over the course of the session. They maintained the attendance of 60 young people and increased the attendance of 63. They are continuing to support learners with attendance, provide support and strategies to parents/carers in relation to increasing attendance and signpost families to other areas of support such as Start Up Stirling or our local food bank.

Here are some specific examples of their work:

- Led sessions at Mayfield Centre with individual pupils struggling to attend mainstream.
- Supported our SKILLS afternoons
- Daily texts, calls and email intervention to those young people on the attendance list

- Confidential email address set up for parents and carers to access support
- Home visits are occurring for young people who are not attending/engaging after our HWSOs have been unable to contact home after texts/phone calls.
- Our HWSOs have been supporting Family Learning Sessions.
- Transport offered to our families to facilitate meetings.
- Texting before meetings to remind families to attend.
- HWSOs making contact on behalf of PT Pupil Support.

### **Signposting other agencies/support**

A total of 43 families have been signposted to a number of partner agencies including – Parent and Family Support Team, Foodbank, Social Work, Emergency Free School Meals, School Uniform Bank, School Nurse, School Counsellor, Start- Up Stirling, Thrive to Maximise, Opportunities for All, Activity Agreements

### **Family Cook-a-longs**

27 families took part in our family cook-a-long sessions which consisted of 61 young people from our partner primary schools - Bannockburn, East Plean, Cowie and Braehead.

Quotes from our families:

'It's fun to learn new recipes!'

'I would like to do the cooking classes again. The food was brilliant and I would rate in 10/10. It was great fun.'

'The food is yummy, good fun and good to learn new recipes together.'

'YP thinks the baking is so fun and relaxing for him.'

'Absolutely love it.'

'1000/10!!'

'I love baking and cooking so love doing this, it's fun too and I also get to see my friends after school so even better.'

'On a skill of 1-10 I rate it an 11 it is good.'

'I liked that we made a lot of food and got to do it for free.'

'I really loved the cooking class cause I learned new stuff and when I want to make stuff at home I can make what I learned.'

'I had a fantastic time at cook-a-long. This was a great start to his transitions towards high school. This also allowed him to get the feel and layout of the building, which was a comfort to him even though only seeing a small part of the school.'

### **Anxiety Group**

Weekly catch up for 1 period with a group of pupils (2 boys and 5 girls from S1-S3) to help with coping mechanisms and strategies when feeling anxious/overwhelmed and also to raise confidence. 5 pupils Staged Intervention 2, 4 SEBN, 1 ASD & Young Carer, 1 substance misuse, 2 family issues and 3 FME.

Quote from a group member:

'At start I was feeling anxious, struggled with knowing ways to cope and didn't feel great and often felt overwhelmed. During group and when it ended I felt relieved knowing ways to try and help me to calm down and learn techniques on how to cope and feel better.'

### **Girls' Group**

4 S2 girls accessed this group which was a fortnightly catch up for 1 period to help to raise self-esteem and confidence, build peer relationships and enhance skills. The girls have enjoyed group as they love cooking and they have enjoyed making new friends and speaking with peers who they normally would not speak to. They have said that they feel safe as they can trust each other and discuss topics and they have enjoyed building a new relationship with an adult whom they feel that they can trust.

### **Enhanced Transition Support**

Our HWSO was involved in providing enhanced transition support through:

- baking with a group of young people from 4 primary schools over 3 weeks, with approximately 30 pupils
- attending Team Around the Child meetings for pupils who will potentially require HWSO input at Bannockburn High



- visiting primary schools to help build early relationships and ease anxiety with young people and families
- working with young people on an individual basis to help build relationship with another trusted adult

### MCR Pathways

Last session we began working with MCR Pathways to support every care-experienced young person, or those who have experienced disadvantage, receive the same education outcomes, career opportunities and life chances as every other young person.

Our success will be measured through:

- Staying-on in school rate
- Educational attainment
- School destinations – college, university, employment

We have been engaging our young people, from P7-S6 through our Programme Coordinator Support and she has provided:

- Transition support
- S1/2 group work (approx. 10-14 per year group)
- 1:1 sessions supported by Programme Coordinator
- Talent Tasters – Initially S3 & S4

Last session we had weekly group work sessions running and we currently have 12 mentors meeting with our young people. By Easter 2025 a full year into the programme, we estimate this figure to be around 35 young people in S3-S6 meeting with mentors.





## Wider Achievements

During 2023-24, Bannockburn High School offered an impressive range of clubs, events, dances, shows and activities run on a daily, weekly and termly basis across the school. Such activities are genuinely a 'whole school' effort since teachers and other staff who do not themselves go on trips or run activities frequently cover classes or generally help support those who do. We have a range of pupil leadership opportunities including our Pupil Improvement Teams, young leaders of learning, mental health ambassadors and subject ambassadors. Moreover, with the number of young people completing the Duke of Edinburgh Awards Scheme during last year, well into double figures, our Schools of Football, Rugby and Musical Theatre attended by over 60 young people, this is a great illustration of the tremendous level of support our teachers and support staff provide for our young people. Further details are provided in the Faculty sections at the end of this report.

## National Sporting Success

### Tetrathlon

Tetrathlon is a multi-discipline sport which is governed by The Pony Club of Great Britain. Last session **Moray Turnbull, S5** competed as part of the GB Tetrathlon Team competing over three weeks in Eire, N Ireland and England. His team was 6th, 5th then 4th, beaten each time by Irish and Australian teams. What an experience it's been for him both in terms of sporting success but also in developing great contacts and friendships across the world.

### Show Jumping

**Connie Turnbull, S2** was selected to represent Scotland at the British Show Pony Society (BSPS) Inter Country Working Hunter Pony Teams at Arena UK in Lincolnshire. This is a huge achievement and is quite an honour. She had many successes throughout the summer including competing at the Royal International Horse Show at Hickstead in Sussex. She also has two ponies qualified for the BSPS Gold Cup Final which is held at Burghley Horse Trials in early September. Horse of the Year Show qualification has, as yet, eluded her on two occasions as she has been second twice (only first place qualifies), once at the only Scottish qualifier and once at Addington in Buckinghamshire.

### Football

**Mia McArthur, S5** has now achieved 18 caps for playing for Scotland. She is currently out on loan to Livingstone for this season where she is playing either left or right wing. At Rangers she usually plays Midfield or fullback. Last academic session she played with Rangers against Manchester United (in April). Rangers were the league winners last season. Mia was also awarded a cap for playing for Scottish schools. They have told her she is the first girl to ever play for them from Bannockburn High school. This session Mia has been called up to play for Scotland U19s. She is currently participating in the Slovenia Nations cup.

### Water Polo

**Blair Wilson, S4** has continued to demonstrate his drive and passion for his sport. As part of the Caledonia team, he competed in the National Age Groups (NAGs) in Grantham. They succeeded and finished second in their group for the qualifiers. In the finals, they finished in the top five out of sixty teams. This session, Blair has played for Caledonia in a number of competitions, with the team achieving first place in the Bethell Cup Summer Festival. Blair has also represented Stirling in the Scottish Cup for both the under 17 and the under 19 team. The under 17 team won the league, achieving gold medals with the under 19 team coming second in the league. Blair will continue to represent Stirling in the under 19s team within the Scottish Cup League. Blair also attended a training camp in Athens this year as part of the international Scotland team, playing in a number of friendlies and participated in additional training with an Olympian!

### Dressage

**Sophie Lawson, S4** has previously represented the UK in the Pony Club International Dressage show where she played an integral role within the team, contributing to an overall high score. This session, Sophie has turned her talents to training her young horse Star in order to prepare for upcoming competitions. Sophie is competing in a number of different events to help give Star the experience and skills required to move up levels. Sophie is currently teaching Star the steps required to move up to the Novice category which will allow them both to access different types of competition.

## Standards & Quality Report Session 2023-2024

ASN Provision | Bluebell House

### Successes and Achievements

At Bluebell House, our mission is to create an inclusive, safe, and nurturing environment where every young person is valued. We are committed to offering individualised experiences that celebrate each student's unique achievements, fostering a strong sense of accomplishment and self-worth. Our goal is to equip our students with the skills and confidence they need to live as independently and successfully as possible, empowering them to thrive both within and beyond our community

### Wider Achievement

At Bluebell House, achievement is the cornerstone of everything we do. We celebrate every success, no matter how big or small, understanding that each accomplishment marks an important step in our students' journey toward personal growth. By recognizing these milestones, we foster the confidence and self-esteem essential for our students to thrive—values that are central to our curriculum and mission.

Our young people engage in a diverse range of enriching experiences, including *Art Link*, *Music Therapy*, *Bikes Without Barriers*, and *Ice Skating*. They also gain essential life skills such as using public transportation, understanding food hygiene, practising knife safety, and safely working with tools like Bunsen burners.

This holistic approach empowers each young person at Bluebell House to reach their fullest potential, equipping them with the confidence, independence, and resilience needed for a bright future

### Excursions

At Bluebell House, our students enjoy a diverse range of excursions that enrich their well-being and nurture essential independent living skills. These outings are a key part of our curriculum, designed to extend learning beyond the classroom and into real-world experiences. Throughout the year, students participate in a variety of engaging extracurricular activities—such as visits to the Peak, pantomime shows, curling, ice skating, Bounce sessions, and life skills trips. Each experience is carefully selected to contribute to their personal growth and holistic development, supporting them in building confidence, resilience, and independence.

## Work and Life of the Faculty

### How are we doing?

Within Bluebell House we are consistently striving for excellence. We are extremely passionate about working within additional support needs and pride ourselves on our passion and dedication to this area. We are dedicated to continuous improvement in all aspects of our work. We are committed to adapting our curriculum to meet the unique needs of each learner and are committed to making a positive, lasting impact on the lives of our young people. Our focus on life skills and confidence-building is central to our mission of promoting independence, both now and for the future.

### How do we know?

At Bluebell House, strong, trusting relationships are at the heart of everything we do. Our dedicated staff build deep connections with each pupil, understanding their unique strengths and needs. These relationships are the foundation of meaningful learning, allowing us to provide targeted support precisely when it's needed.

To nurture emotional well-being, we embed regular self-regulation opportunities throughout the school day, creating a calm and supportive environment. We're also thrilled to introduce a new pathway of national qualifications, which will empower our students to reach new heights in achievement and attainment, paving the way for lasting success.

Our team is not only highly skilled but also deeply committed to helping every young person reach their full potential. Through clear and consistent communication across our staff team, we maximize each pupil's success, ensuring they receive the encouragement, support, and opportunities needed to thrive. Accessibility is a priority, and our staff employ a wide range of communication methods tailored to meet the diverse needs of our students. We actively use SCERTS targets to support individualized learning, and our robust tracking systems allow us to monitor each learner's progress accurately. At Bluebell House, every effort is made to help our young people flourish in an environment that values growth, achievement, and well-being.

## Vision and Leadership

### How are we doing?

At Bluebell House, our vision is clear and unwavering: to achieve the best possible outcomes for every young person and their family. We are dedicated to providing outstanding support, guidance, and opportunities that empower each student to reach their fullest potential, fostering success both within our community and beyond.

Collaboration is at the heart of our approach. We share experiences, learn from one another, and work together to create an environment where everyone can thrive. Our model of distributed leadership emphasizes shared responsibility, enabling all staff members to contribute their strengths and insights. Through this collaborative, inclusive approach, we strive to make a lasting, positive impact on the lives of our young people and their families.

### How do we know?

At Bluebell House, we've developed a shared resource drive that empowers collaboration and access to essential tools for everyone. Leadership flourishes at every level—our pupils are encouraged to be leaders in their own learning, and our teachers are leaders within their classrooms. Respect and thoughtful delegation are woven throughout our provision, creating an environment of mutual trust and responsibility.

Our teachers are granted planning freedom to design tailored programmes that meet the unique needs of each student, ensuring personalized and impactful learning experiences. Staff members feel valued, and this appreciation drives them to consistently go above and beyond in their dedication.

Our multidisciplinary approach brings together a wide range of partners in support of each student's growth, enhancing our holistic support system. Every member of our team is valued and appreciated, contributing to a thriving, cohesive community committed to the success and well-being of our young people.

## **Our Next Steps at Bluebell House**

To continue enriching the learning experience for our young people, we're focusing on several key areas for growth and development:

### **1. Curriculum Development**

We are committed to refining our curriculum to make it even more engaging, inclusive, and responsive to the diverse needs of our students. This includes enhancing subject content, aligning with best practices, and ensuring the curriculum remains flexible and relevant.

### **2. Implementing SCERTS**

We will continue to integrate and expand the SCERTS framework, ensuring that social communication, emotional regulation, and transactional support are embedded across our learning environment. This approach will further individualise support and empower students in their social and emotional development.

### **3. Expanding Regulation Strategies**

Developing additional self-regulation strategies is a priority. By building in regular opportunities and tools for students to self-regulate, we can create a calm, supportive atmosphere that enables them to thrive academically and emotionally.

### **4. Enhancing Learning & Teaching Practices**

We are focusing on strengthening our tracking, monitoring, and assessment processes to capture each student's progress accurately. By doing so, we can better understand each learner's growth and tailor our approaches to ensure they are achieving their fullest potential.

### **5. Forging Stronger Links with the Wider School Community**

Building connections with the wider school community is essential for our students' social development and inclusion. We will work to establish more meaningful interactions with local schools, fostering a sense of belonging and broadening our students' experiences.

### **6. Building and Nurturing Relationships**

At the heart of Bluebell House is our commitment to nurturing strong, supportive relationships among students, staff, and families. We will continue to prioritise relationship-building as a foundation for a positive, empowering learning environment where everyone feels valued.

By focusing on these next steps, we aim to further enhance our provision, ensuring that every student at Bluebell House is supported, challenged, and celebrated in their journey.



## Standards & Quality Report Session 2023-2024

### Faculty | Expressive Arts

#### Successes and Achievements

The Expressive Arts Faculty is dedicated to making Art, Music and Physical Education accessible to all. Staff continue to seek new opportunities for young people to participate in new activities and experiences both within the classroom and through extra curricular work. Together we strive to ensure pupils have the opportunity to reach their creative, sporting and performing potential.

#### Headlines for our 2024 Examinations

##### S4

80% of N5 Physical Education candidates achieved an A-C pass (with 23% achieving an A)  
100% of N5 Art candidates achieved an A-B pass (with the average mark in both Expressive and Design above the National mean mark)  
67% of N5 Music candidates achieved an A-B pass (with 56% achieving an A)

##### S5/6

86% of H Music candidates achieved an A-C pass.  
100% of H Photography candidates achieved an A-C pass, with our average 2 marks above the national average.  
78% of H Art and Design candidates achieved an A-C pass.

#### Wider Achievement

##### Art and Design

A group of S3 pupils participated in the V&A 'Streets Ahead' Competition with a selection of schools from across Scotland.

S3 Art and Design students visited the Sky Up Academy and had the opportunity to take on roles such as Camera Operators, Directors, Editors and Presenters.

##### Music

A selection of entertainment provided by pupils at the Faculty Showcase event.

A number of pupils represented Bannockburn High School in the Stirling Schools Instrumental Service concerts. This is the largest number we have had in recent years.

##### Physical Education

We had two third place finishes in Active Stirling Secondary Dance Competition.

Girls from all year groups participated in a number of activities to celebrate Active Girls Day. This was combined with 'Wear it Pink' day to raise money for Breast Cancer charities.

A group of S1-3 pupils participated in Active Schools Stirling Athletics Event. All pupils were great ambassadors for the school and we came home with a number of medals.

This session we had four football teams representing the school - Senior Boys, Senior Girls, U14 and U15. All teams were excellent ambassadors for the school and played well in the league fixtures.

This session we have provided a number of excursions for our young people to enhance their learning in new contexts and broaden their experiences in the Expressive Arts and Sport. As a faculty, we hosted the first 'Expressive Arts Faculty Showcase event'. The Art department displayed artwork from all young people who attend Art, the Music department showcased soloists and groups and the PE department entertained parents with dance acts. In Music, this included a Senior trip to see 'Everyone's Talking about Jamie' and a Junior trip to 'Legally Blonde'. On both of these trips young people experienced live performance and for some, a new genre of Music.

The Art department took a group of S3 pupils to the Sky Academy. This gave them the opportunity to experience different job roles in the television industry.

The Physical Education department gave pupils the opportunity to attend live sporting events in Dancing.

Co-curricular activities continue to grow in the Physical Education department, and this has also led to participation in a number of competitions. Our Dance Group led by Miss Barrett enjoyed success at the Stirling Schools Dance Competition, our football teams in all year groups participated in matches with local schools throughout the year and a selection of young people represented the school at the Active Stirling Athletics event.

Our Sports Leaders continue to work both within the school and the wider community to develop participation in sport and physical activity. A successful partnership has been established with our local nursery.



## Work and Life of the Faculty

### How are we doing?

Within the Expressive Arts Faculty we continue to strive to meet the needs of all pupils through the courses we offer and the extracurricular work we do throughout the session.

We have built strong partnerships which have had a positive impact on pupil engagement and we continue to seek new opportunities.

We continue to work on creating challenge and breadth in all our courses.

National Standards are clear in all of our Senior Phase coursework.

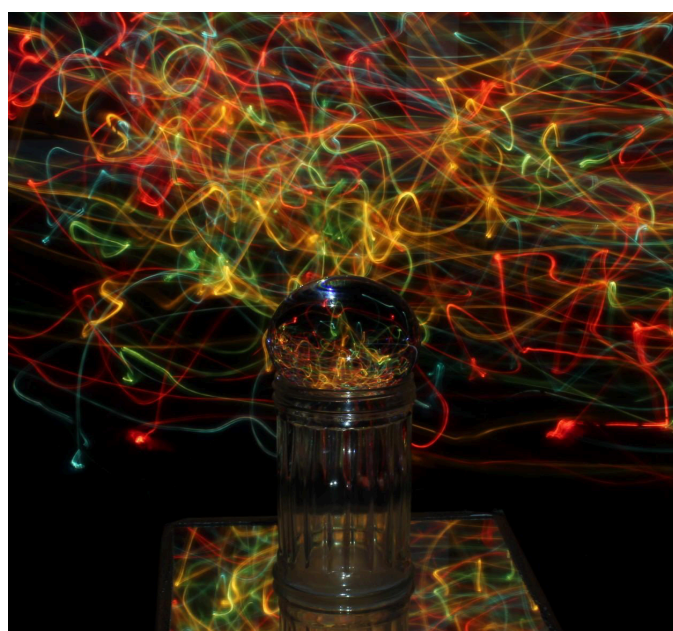
### How do we know?

This year we have had successful verifications from the SQA in N4 Music, NPA Music Performing and N5/H PE.

There continues to be a strong take up in the BGE for all three 'Schools of'.

The Art Department continue to look for opportunities to give pupils new creative experiences and have started a project in collaboration with the NHS to create a mural on site at the hospital.

The number of young people getting instrumental tuition has improved as we work closely with our colleagues in the Instrumental Tuition Service.





## Vision and Leadership

### How are we doing?

As a faculty we strive to improve in every possible way. We are passionate about our subjects and how they can positively impact on our young people and our wider community. Our distributed leadership model continues to effectively empower staff to take responsibility for developing identified areas within our Faculty Improvement Plan and set up projects to positively impact on pupils' progress, attainment and wider achievement. Pupils have been provided with leadership opportunities in the curriculum and in the wider extra-curricular programme offered. We see their involvement as being key to the success of the faculty, as well as in their own development.

### How do we know?

Our range of courses and wider achievement opportunities continues to grow and develop with staff and pupils feeling empowered to voice their own ideas and take forward projects. Our Sports Leaders are delivering sessions to our partner primary schools, our local nursery and lunchtime clubs for our young people. Participation in co-curricular events continues to grow and we are developing our use of pupil voice to encourage this. Our young people are also keen to share their successes from outwith school, which we can then celebrate more widely.

Staff actively seek out relevant CLPL and wider opportunities for pupils to participate in. In all departments staff are enthusiastic about undertaking leadership roles and developing projects to increase participation.

### What are we going to do next?

- Continue to develop more opportunities to gain feedback from pupils, partners and parents and actively involve them in curriculum design and planning, especially in relation to skills development in the BGE.
- Continue to increase the number of pupils accessing free musical instrument lessons (especially orchestral instruments) by working with our instrument tutors and inviting them in to speak to S1 classes.
- Continue to develop the co-curricular opportunities across the faculty by using pupil voice to ascertain what they would like us to offer.
- Increase the number of transition opportunities for pupils across the cluster to increase participation across all faculty subjects.
- Develop our timelines and course plans for all SQA courses following advice from SQA verification.
- Develop our approaches to teaching and learning by undertaking Professional Enquiries.
- Continue to develop our tracking and monitoring within the faculty to facilitate early intervention and support.
- Develop how we track the impact of the Schools of model in relation to inclusion and engagement across the school.
- Develop photography in the Art and Design department by creating a studio in the flexible learning area.





## Standards & Quality Report Session 2023-2024

### Languages and Literacy

**How are we doing?** We maintain high expectations for all learners, as reflected in our lessons and the strong engagement in our subjects. Our staff have collaboratively reviewed and evaluated the BGE and Senior Phase curriculum, adapting resources to offer the necessary support, depth, breadth, and challenge to meet the diverse needs of our students.

Working closely with ASN and Pathways we support students in achieving National Qualifications in English and Literacy. Our staff share a collective vision to improve attainment, focusing on literacy and closing the attainment gap.

Additionally, we prioritise the health and well-being of our young people, recognising the benefits of outdoor learning. We offer a range of extracurricular opportunities, such as the S1 pantomime excursion, S2 Cinema excursion, S3 participation in the Youth Philanthropy Initiative (YPI), and other outdoor learning experiences. These activities are designed to nurture our learners, helping them reach their full potential and develop essential life and work skills.

#### How do we know?

Our learners worked hard throughout the year and achieved outstanding results that they should be proud of, both in their final examinations and in their work throughout the year.

#### Headlines for our 2024 Examinations

##### Advanced Higher:

57% of Advanced Higher English pupils achieved grade A-C.

##### Higher:

69% out of 53 candidates presented for Higher English achieved an A-B, with 67% achieving a grade A-C.

21% of pupils attained grade A.

##### National 5:

81% out of 62 candidates presented for National 5 English pupils achieved grade A-C.

37% of N5 English pupils achieved grade A.

60% of National 5 French candidates achieved grade A-C.

31% of National 5 Spanish candidates achieved grades A-C.

##### National 5 Literacy

Kian Gilvear N5 Lit

##### Pupil Spotlight

Kimberly Nwagbo achieved A1 in National 5 English with an outstanding score of 97/100!

Emily Henderson achieved an A in Higher English.

Carys McKechnie achieved an A in Higher English.



Jessica Dick achieved an A in Higher English.

Abigail Fletcher achieved an A in N5 French with an outstanding score of 118/120!

Emily Walker achieved an A in Higher French.

Kimberley Nwagbo achieved 30/30 for folio of writing.

Abigail Fletcher achieved 30/30 for folio of writing.

Leah Shorthouse achieved 30/30 for folio of writing.

Morgan Martin achieved 40/40 for Critical Reading Paper.

Jason Malcomson achieved N3 French.

#### **N4 English/Literacy**

Gemma Thompson

Hannah Bradley

Liam McMonagle

Iris Shaw

Ava O'Rielly

Kerri Duncan

Aimie Gibson

#### **N3 English/Literacy**

David Donnelly

#### **N3 Literacy**

Dale Sutherland



## Headlines of our Enhanced Learning Experiences

There have been a number of events which have helped to develop and enhance pupil experience and Faculty identity. These have included:

- All of our S1 pupils took part in Scotland Week where they delivered presentations of their learning to their classes regarding Scotland and educate young people about Scotland's culture, history and language.
- S1 Cohort attended Aladdin at the MacRobert Art Centre in Stirling. There was a lot of laughter, audience participation and ice-cream enjoyed to engage pupils with drama and the arts.
- In partnership with Arm in Arm Accounting, all of S1 were provided with a free ice-cream at the Panto.
- In partnership with the 'Into Film Festival', S2s were taken on a fantastic trip to the cinema to watch Transformers: Rise of the Beasts. This went down as an absolute treat for a cold Winter morning!
- In partnership with the RZSS S3 pupils had an opportunity to see how languages are used in the world of work, particularly focused on conservation projects.
- For the second time, our S3 cohort participated in the YPI Project as a means of supporting and empowering our young people to make a difference in their communities while building teamwork skills, confidence, and empathy, as they researched local charities, completed a presentation, and aimed to win £3000 for the charity that they are representing. In the final showcase, Plus Forth Valley was the chosen winner after the team clearly demonstrated the amazing work that the charity does to help children and young people with disabilities across Stirling.
- Wider Achievement Group: S1-S6 pupils support the raising of funds to support the Hospice as they provide specialist care and treatment for people with life limiting illnesses and also provides family and friends with guidance and support too.
- S3 experienced the Royal Scottish National Orchestra at Usher Hall in Edinburgh. 'Still I Rise' was a fantastic exploration of three important but marginalised 20th-century composers- Ethel Smyth, Julius Eastman and Viktor Ullmann. Pupils found it a great way to explore the Civil Rights movement through the lens of poetry and music. It was an excellent cross-curricular afternoon out!
- In partnership with Mrs Barbara Fulford of the Mayfield Centre & Library, S6 pupils had the opportunity to develop their knowledge of secondary reading materials and borrowing books for their dissertation.
- A range of activities was organised for our young people, including a whole staff dress-up and a comic strip competition judged by ex-pupil and now author, Ross Sayers. We were also delighted to welcome the local author Andy Manders into the school to run a poetry workshop for the S2 year group. The BGE classes watched and analysed films, took part in the comic strip competition, and completed some creative writing tasks. This was all a great way to celebrate the joy of books! The Creative Writing Club also managed to raise over £100 through a very successful bake sale.
- Advanced Higher English pupils headed to Stirling University where they attended a creative writing workshop run by Dr Liam Bell. This was an inspiring start to the year and a great way to continue building connections with outside agencies.
- Advanced Higher English pupils attended The Lyceum in Edinburgh to watch the play 'Through the Mud'. The story followed two women activists in their struggle for black liberation in America and was a great way to explore the theme of discrimination. The English department is always keen for pupils to access live performances and this one came very highly recommended!
- In the run-up to the Christmas holidays, the Faculty contributed to the Winter Fayre. There was a book sale and the Literacy ambassadors sold candy cane messages – delivered by our very own Christmas elves! This was a fab Friday evening raising money for the school!
- Senior Phase Pupils are supported with Easter School (in April) and Supported Study throughout the year to support their attainment.

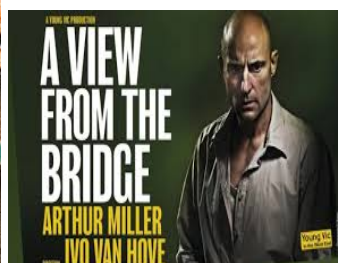


### **We have lots of exciting things planned for 2024-25!**

- After such roaring success, the Pantomime excursion is planned for all S1 pupils in November
- S1 pupils will experience the opportunity to see how languages are used in the world of work, particularly focused on conservation projects in partnership with RZSS.
- S2 pupils will experience a cinema trip to inspire discursive writing in November.
- S3 pupils will take part in YPI semi-finals and finals in April.
- We are continuing to strengthen our partnerships with Stirling University - providing excursion experiences for our Senior pupils.

### **We have planned NEW and exciting enhanced learning experiences for 2024-25:**

- The English staff are planning new trips for BGE and senior pupils such as: 'Drama Workshops' with S1 pupils, opportunity to achieve & attain in L3-5 Scots Language Awards,
- Another year and another annual S1 Pantomime Excursion - Oh Yes it is! This year we're off to see 'Snow White'.
- Our S2s will visit the Vue Cinema to participate in a viewing of 'Kensuke's Kingdom' to inspire discursive writing ideas in November.
- Higher & N5 pupils will experience Theatre performances via the National Theatre Live (NTL) of 'Romeo & Juliet' and 'View from a Bridge'.
- Modern Languages have planned a number of enhanced learning experiences such as: Into Film, Spanish/French restaurants, guest speakers etc.
- Planned residential excursions to Stratford-upon-Avon (England) and Paris.



24/25 - Keep an eye out for more!

## Work and Life of the Faculty

How are we doing?	How do we know?
<ul style="list-style-type: none"><li>-The 2023-24 academic year saw the successful return of the S3 YPI Project, empowering our young people to actively make a difference in their communities.</li><li>- The faculty introduced innovative approaches to involve pupils in key decisions about their learning, fostering greater engagement and ownership of their education.</li><li>-Our S1 Literacy Intervention Initiative continued to thrive, with notable progress in supporting students' reading and writing skills.</li><li>-In English, pupils showed significant advancement, particularly with many progressing from National 5 to Higher levels.</li><li>-Increased outdoor learning opportunities helped pupils build practical skills and knowledge essential for life and work.</li><li>-The faculty remains dedicated to ensuring every young person reaches their full potential, offering tailored support for those not within the traditional school environment through ASN Outreach, dedicated catch-up sessions, and close collaboration with ASN and Pathways pupils.</li><li>- We continue to expand on our work with external partnerships and agencies to provide greater opportunities for our students, enhance community engagement, and offer tailored support that addresses the diverse needs of our young people.</li></ul>	<ul style="list-style-type: none"><li>-This year we have had candidates achieve N3-N5 in English where they have not achieved in other curriculum areas.</li><li>- Literacy data from S1/2 cohort informs us that our interventions are working well.</li><li>- 3 out of 4 S4 classes were taken on the N5 English journey and whilst some pupils were not presented for this exam they benefited by being exposed to the standard expected of N5.</li><li>-All pupils sitting an NQ in French or Spanish attained either N3/4/5.</li><li>- Less pupils out of classes demonstrate that our Faculty &amp; School ethos is working and pupils feel welcomed in the Faculty. Pupils encouraged to use the Nurture Nook.</li><li>-Improved results in National Qualifications and internal assessments indicate that strategies are working.</li><li>-Increased engagement in students taking English, attending virtual lessons, and participating in extracurricular activities (e.g., YPI and outdoor learning initiatives) signifies that students are finding these offerings valuable.</li><li>-Regularly gathering of feedback from students through surveys or focus groups highlights that they perceive the quality of teaching, curriculum changes, and extracurricular opportunities.</li><li>-Positive feedback given reinforces the impact in areas of support and student well-being.</li><li>-Regularly check in with staff to evaluate the effectiveness of the revised curriculum and teaching practices highlight that staff are satisfied and approaches implemented are working well.</li><li>-CLPL teachers are engaging more in professional learning communities, and are feeling more confident and supported.</li><li>-The uptake and feedback from activities like our excursions and outdoor learning show an increase in student engagement.</li></ul>



## What are we going to do next?

- The Faculty of Languages is implementing 'Literacy Across Learning'; a shared whole school approach to support all teachers to incorporate literacy into their lessons, to make learning more engaging, increase young people's confidence, and improve their positive destinations. To promote a common vocabulary across our school and ensure everyone values these skills. By helping our pupils become better readers, writers, speakers, and listeners, we're giving them tools for success in school and beyond.
- Reading & Spelling data will be used at whole school level. Reading and spelling interventions will target specific pupils identified to support in improving their literacy skills therefore impacting positively on attainment in the SP.
- Continue to adapt and review our robust and meticulous M&T Faculty system, Timelines and Course Plans to support SIP and to ensure all learners reach their full potential.
- NQ 4/5 Literacy is embedded within NQ courses to ensure all pupils gain Literacy qualification, if needed.
- SP Literacy (N5) Class will be implemented to support all pupils who are 'at risk'.
- Staff within the faculty will work collaboratively within the faculty, school, and community partners to share good practice in the achievement of a Level in Literacy, Assessment and Moderation in the BGE.
- The faculty is running the following excursions; S1 Pantomime & an S2 Cinema in November 2024 to promote our ASPIRE ethos and build upon positive relationships with our young people.
- Continue to offer and participate in Easter School, Supported Study, Masterclasses, extracurricular clubs, Open Evenings and Award Ceremonies to support our learners and promote school ethos.
- Work with external partners e.g., Stirling University, NST, RZSS, Into Film, Macrobert Art Centre etc.
- Staff are participating in school initiatives to promote L&T and Inclusion: Osiris 'Coaching' Programme & NME etc.
- Offer residential experiences e.g. France and England ensuring affordability, staff will research and implement financial assistance options to accommodate participants from different socio-economic backgrounds. The planning of activities will be varied to cater to diverse abilities and interests, creating mixed-group opportunities where everyone can contribute and feel valued.



# Vision and Leadership

How are we doing?	How do we know?
<p>At the heart of the Languages and Literacy Faculty is a strong, shared vision of leadership that seeks to inspire both students and staff to strive for excellence. Our goal is to create a dynamic and forward-thinking learning environment where every pupil is challenged, supported, and encouraged to achieve their full potential. Ultimately, our vision is to cultivate an inclusive and inspiring environment where literacy and language learning serve as catalysts for lifelong success. By leading with purpose and vision, we aim to not only develop academic achievement but also nurture the confidence, creativity, and global awareness of all our students.</p> <p>We've made significant progress in the following areas:</p> <ul style="list-style-type: none"><li>• Faculty staff have continued to participate as SQA markers, using this experience to inform and refine our professional practice.</li><li>• Several team members have attended courses and Understanding Standards events in their subject areas, collaborating with colleagues across Scotland to engage in professional dialogue and enhance their teaching practice.</li><li>• Faculty staff remain deeply involved in school life, participating in events such as the Belonging to BBHS Evening, SIGs, TLCs, Practitioner Enquires, staff activities and pupil events, Award Ceremonies, and offering outdoor learning opportunities for pupils.</li><li>• We continually review, evaluate, and adapt our BGE curriculum in both English and Modern Languages to integrate opportunities for developing literacy, numeracy, and a focus on the health and well-being of our pupils.</li><li>• We've refined how we teach reading, writing, talking, and listening skills in BGE to ensure steady progress in the Senior Phase while fostering life and work skills beyond BBHS.</li><li>• Faculty members have taken on a variety of leadership roles within the school, including leading the Strathcarron Group, serving as Excursion Leaders, and acting as Literacy Leaders.</li><li>• We have successfully created the "Nurture Nook," a safe, quiet, and nurturing space designed to support the well-being of our learners.</li></ul>	<p>At the heart of the Languages and Literacy Faculty is a strong, shared vision of leadership that seeks to inspire both students and staff to strive for excellence. Our goal is to create a dynamic and forward-thinking learning environment where every pupil is challenged, supported, and encouraged to achieve their full potential.</p> <ul style="list-style-type: none"><li>• As leaders, we take an active role in continuously evaluating and evolving our practices, ensuring that our curriculum stays responsive to the needs of today's learners. We prioritise professional development and collaboration among staff, believing that a culture of shared leadership is crucial for success. By fostering an environment of continuous improvement, we encourage teachers to innovate in their approaches to teaching and learning.</li><li>• Our team is committed to providing clear direction, with a focus on improving attainment and closing the attainment gap, especially in literacy. We understand the importance of data-driven decision-making, and regularly review key performance indicators to measure progress and identify areas for improvement. This approach ensures that our initiatives, both in English and Modern Languages, are purposeful and impactful.</li><li>• We are also deeply invested in building strong relationships with external partners, such as ASN Outreach and community organisations, to enhance the support available to our learners. Our leadership extends beyond the classroom as we work to create opportunities for students to engage with real-world experiences, from cultural exchanges to local and global citizenship initiatives.</li><li>• Our Literacy Intervention Initiative has not only improved the literacy levels of targeted learners but also boosted their confidence. Parents have expressed praise and appreciation for the progress their children are making, feeling encouraged by their development.</li><li>• Senior pupils are showing greater confidence and readiness for the academic year ahead, thanks in part to enhancements made to our BGE curriculum and staff's shared understanding of Nurture Principles.</li><li>• Faculty members continue to collaborate with colleagues from other establishments, engaging in professional development and sharing best practices to strengthen our approach.</li><li>• Supply staff have eagerly returned to the faculty, ensuring that learners stay on track with minimal disruption to their learning.</li><li>• Pupils actively choose to be part of the faculty, fostering stronger relationships with staff and positively impacting their attainment.</li></ul>



## What are we going to do next?

In the Languages and Literacy Faculty, we are committed to making a meaningful difference in the lives of our students, empowering them to reach their full potential. In both English and Modern Languages, we work to shape a curriculum that delivers the highest quality teaching and learning experience.

In English, we emphasise literacy as a foundational skill that opens doors to the entire curriculum, enhances life opportunities, and lays the groundwork for lifelong learning. By embedding literacy at the core of our teaching, we support the development of all four capacities of the Curriculum for Excellence (CfE).

In Modern Languages, our curriculum fosters an understanding of diverse cultures and equips students to engage as active global citizens. Learning additional languages enables students to connect with others and broaden their perspectives, preparing them for a more interconnected world.

Looking ahead to session 2024-25, we are focused on implementing the following improvements:

In the 2024-25 session, faculty members will continue to play a key role in advancing the Faculty Improvement Plan, contributing to the growth of both the faculty and the wider school community.

- Under the leadership of Mrs. Hamilton, the English department will take the lead in promoting and enhancing literacy across the school. This will involve collaborative efforts to moderate and improve Literacy Across Learning, ensuring consistency and excellence in literacy standards.
- Mrs. Hamilton will also lead the Modern Languages department in creating and promoting opportunities to celebrate languages, inspiring pupils to develop a passion for learning new languages and exploring different cultures.

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### NEW for session 2024-25!

The Languages and Literacy Faculty is committed to providing enriching residential trips that offer students unique opportunities for personal growth, teamwork, and hands-on learning outside the classroom. These experiences not only enhance academic learning but also foster independence, resilience, and a deeper connection to their peers and the world around them.

**Keep up to date with the experiences and successes of the Languages and Literacy Faculty by following our Twitter accounts:** @BannockburnHigh, @Faculty of Languages & Literacy @BBHLanguagesBBHS, @MrsMackayBBHS, @MrsWeirBBHS @MrsMcAlisterBBHS, @MissMurtagh\_BHS

## Conclusion and highlights

### Conclusion

Overall, the 2023-24 academic session has been exceptionally positive for the Languages and Literacy faculty. Learners have not only achieved outstanding results in their SQA examinations but continue to flourish within the faculty.

As we move into the 2024-25 session, the Faculty will persist on our 'good to great' journey by emphasising nurturing principles and engaging in self-evaluation, continuous professional learning (CLPL), and practitioner enquiry. These initiatives will support our staff in evolving as accomplished, reflective, and inquisitive professionals. This growth will enable them to navigate the complexities of teaching and learning in today's rapidly changing world, ultimately enhancing the educational experiences for all our learners.

This year, the Languages and Literacy Faculty has continued to make strides in both English and Modern Languages, delivering a range of innovative and enriching experiences for our students. In English, we have embedded literacy at the core of our curriculum, fostering critical thinking, creativity, and lifelong learning. Our students have excelled in both internal and external assessments, with improved attainment across all levels.

In Modern Languages, we have expanded opportunities for cultural exchange and global citizenship, helping students connect with diverse communities through language. Our curriculum has seen exciting new initiatives, including interactive language workshops, outdoor learning projects, and a successful S1 pantomime excursion. These experiences have not only enhanced language proficiency but also deepened students' understanding of global cultures, preparing them to thrive in an interconnected world.

We are proud of the achievements made this year and look forward to building on this success in the coming session.

"The art of communication is the language of leadership" by James Humes.

# Standards & Quality Report Session 2023-24

## Faculty | Maths, IT & Numeracy

### Successes and Achievements

#### How are we doing?

Within the Maths, IT & Numeracy Faculty we are committed to the teaching and learning of all of our young people. We provide suitable support, breadth and challenge at every level across all areas of the curriculum. We have high expectations of all learners and this is evident in our lessons and high uptake of each subject within the Faculty.

### Headlines for our 2024 Examinations

79% of all pupils presented for a National 5 award in Administration & IT were awarded a grade A-C, pupils overall achieving an improved grade in Admin than their other subjects in both N5 & Higher.

93% of pupils presented for Higher Business Management achieved a grade A-D with 86% achieving a grade A-C.

100% of pupils sitting National 5 Computing Science achieved a grade A-D with 62% of pupils were awarded an A-C grade.

82% of S4 pupils presented for N5 Maths in S4 achieved an A-C pass, with 32% achieving an A.

7 S4 candidates were able to gain 8 N5 awards by also sitting N5 Applications of Maths.

This presentation also allowed 3 candidates to achieve a N5 instead of an N4 in Applications of Maths.

#### How do we know?

### Headlines of our Achievements and Developments

- Since our last Standards & Qualities report in 2023 we have taken all S2 pupils to Blackpool as part of our curriculum Theme Park Project. Almost 100 pupils enjoyed a hugely successful trip with pupils engaging in learning different Numeracy work before enjoying the outdoor learning experience. Planning is underway for this year's event later in the year.
- Four of our S3/4 pupils participated in the Enterprising Maths regional heats at Stirling High School. We just missed the top 2 places to head back to Glasgow, but we look forward to competing again this session.
- Our Business department staff have been upskilled to run the Barista course, during study leave S4-6 pupils were gaining wider experience by learning to use the equipment and we are now able to run the Barista qualification. This is already underway and going well this session.
- Mr Johnstone from the Computing department was invited to take part in the Captivating Technology Showcase in the Thistle Centre showcasing mini robotics projects using Micro:bits and his favourite LED traffic lights.
- We are excited about celebrating BBHS Maths Week later this year with whole school quizzes, door decoration competitions and of course having our big Maths trip!

# What are we going to do next?

## Work and Life of the Faculty

### How are we doing?

We make sure we tailor our curriculum to meet the needs of all learners to offer appropriate pace and challenge in all subject areas. We are continuing to review our courses allowing us to make progress in implementing changes to National Qualifications where necessary and to make sure our BGE is relevant and current. This includes the addition of NPAs in our Business and Computing Departments and the introduction of Applications of Maths and a bespoke Skills class in the Maths Department.

We celebrated Maths Week Scotland with competitions, puzzles and our visit to Blackpool.

The Computing Department ran lunch clubs throughout last year and will continue to support more vulnerable pupils by giving them a safe place that they can also learn new skills.

Our Business Department is working with S2 pupils on the iDEA Award. This is an award that pupils can work through at their own pace and gain valuable digital and employability skills.

We ran another successful series of Masterclasses during the Easter holidays and in the lead up to the exams for all subjects within the faculty.

We returned to Disney this year and took 40 S3 & S6 pupils to Paris. An amazing time was had by everyone.

### How do we know?

Our young people are engaged in learning across the Faculty. There is clear progression from BGE to National Qualifications in a range of subjects. We have successfully introduced Games Development NPA, Applications of Maths at National 5 in S5/6 as well as S4 and through personalisation and choice were able to offer two pupils the chance to complete a Level 5 NPA in Business Management instead of National 5.

The feedback from pupils from the Maths Academy sessions was extremely positive and they engaged fully and benefited greatly from the interactive nature of the activities.

### What are we going to do next?

- In the coming year we are looking forward to creating a Maths for Science BGE series that will support our young people in S1-S3 to understand the application of different aspects of Maths through a targeted block of work.

- We are using BBHS Maths Week later in the year to launch our Maths in the Real World activity to S1 pupils. This will allow pupils to think about how Maths is used outside the classroom.

- Our Business department are currently introducing Barista & Customer Service NPA's for learners in S6.



## Vision and Leadership

### How are we doing?

The Maths, IT & Numeracy Faculty is committed to ensuring the pupils within our subjects have the best possible learning experiences. We have made very good progress in the following areas:

- Staff worked together to create a problem solving and Numeracy strategy for S1 pupils to promote resilience and improve Numeracy skills.
- Working with Education Scotland to support raising attainment and engagement in the BGE implement our use of concrete and pictorial methods at all levels.
- Staff have volunteered to be part of a coaching programme and sharing their learning with the faculty.
- Maths staff hosted a parental engagement sessions for parents and pupils in the Senior Phase to support their studying and help them create good study habits.

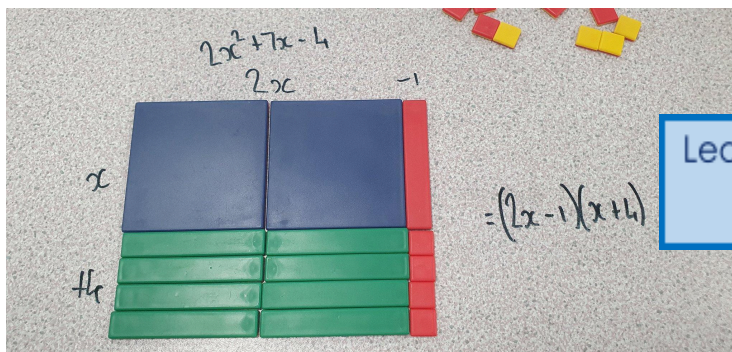
### How do we know?

- S1 pupils enjoyed their specific Problem Solving and Numeracy periods throughout the year for the third year running.
- Education Scotland are sharing good practice with us and are working with the Maths team on different approaches to learning.
- Our model of teaching and working with our Learning Community has been shared as an example of excellent practice with other Learning Communities within Stirling and other Local Authorities looking to take this model forward in a similar way.

### What are we going to do next?

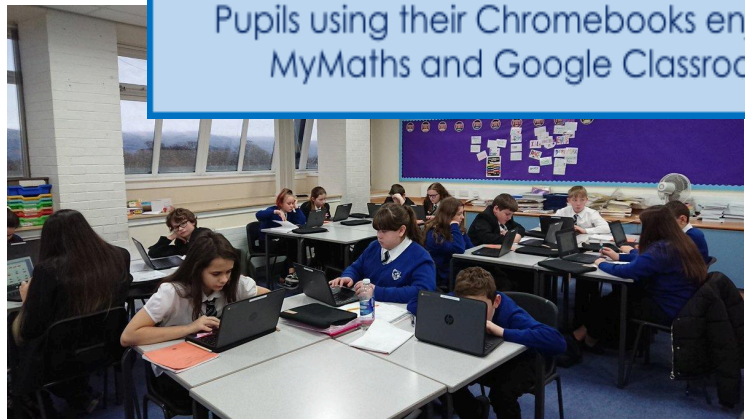
- Working with Education Scotland; engaging in practitioner enquiry and continuing to develop coaching skills with our external partners will allow staff the opportunity to enhance their knowledge and share good practice to focus on creativity and excellence in the classroom.
- This year we are also placing a focus on embedding the Skills Framework in our courses to highlight the skills being taught at all stages of learning and not only as pupils reach their final stages of school.
- We are going to be providing assessment feedback to all learners in a more formalised way that also makes it clear how to improve and where to find tasks to support improvement in their assessments and prelims.
- Quality assurance of prelim materials and development of pupils' voice through learner conversations and establishing a meaningful calendar of gathering pupil voice feedback to inform pupil focused changes.
- Continue to offer regular opportunities for subject teams to share good practice and offer subject specific learning to peers in school and across networks





Learning about Algebra Tiles to support teaching Maths

Pupils using their Chromebooks enjoying MyMaths and Google Classroom



BLACKPOOL!!







Disneyland Paris



Captivating Technology Showcase



Maths Week Scotland



Barista Skills



Easter Revision School

## Standards & Quality Report Session 2023 - 2024

### Faculty | Science, Technologies and Health & Wellbeing

#### Successes and Achievements

#### Headlines for our 2024 Examinations

**S4**  
For the first time, N5 Biology results were above the national average  
N5 Biology and Chemistry assignments were significantly above the national average

**S5/6**  
100% pass rate at A-C for Higher Chemistry  
100% pass rate at A-C for Advanced Higher Chemistry  
Presentations for both Lab Skills and Scientific Technologies  
Carys McKechnie achieved A band 1's in both Higher Chemistry and Higher Human Biology

#### Wider Achievement

**STEM Skills Academy with Braehead Primary School** - our successful transition project continues to provide our learners with leadership opportunities as well as provide us the opportunity to support STEM education with primary colleagues

**Health Sector Visitor Programme** - partnership working with NHS Forth Valley and other health and social care providers has given learners the opportunity to broaden horizons and identify potential positive destinations

**Health Sector Take Over Day** - a unique opportunity for all of S2 to engage with partners from a range of health and social care providers. All of S2 accessed a range of activities designed to engage and inspire pupils

**Top of the Bench** - Chemistry pupils were able to participate in the regional competition and compete against learners from schools within the RIC

The Science, Technologies and Health & Wellbeing Faculty continues to offer young people at Bannockburn High School a broad range of progression pathways coupled with opportunities for wider achievement through the Young STEM Leader programme. We continue to build a partnership with Braehead Primary school through the STEM Skills Academy Project which is delivered by S4 pupils across the science and technologies faculty. This year learners spent time both at BBHS and Braehead, encouraging them to develop their leadership and communication skills as well as supporting the primary pupils preparing for the STEM Showcase. Parents and representatives from Education Scotland both commented on the maturity of our YSLs and how the primary pupils have enjoyed the experience.



## Work and Life of the Faculty

### How are we doing?

The Science, Technologies and Health & Wellbeing faculty provides our learners with a range of progression pathways suitable for all. Discrete sciences alongside Skills for Work and NPA courses ensure that all learners are provided for at each stage in their learning journey.

We are work with partners to provide unique learning experiences for our young people linked to the world of work through STEM activities and supporting the Future Pathways and Wider Horizons programmes. We have built extensive networks within NHS Forth Valley to provide learners with a range of positive destinations.

We provide learners with opportunities for wider achievement through the STEM Skills Academy project and by supporting P7 transitions.

Successful collaboration with the Maths department has seen the delivery of Level 6 Scientific Technologies and this incoming session we will be sharing delivery of the Level NPA in Criminology with Social Subjects

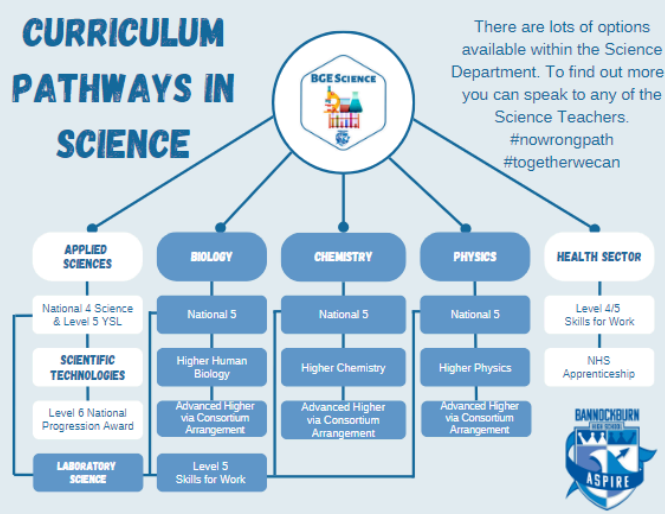
Staff engage in professional learning through SQA marking and link with other professional bodies e.g. the RSC and OSIRIS, to meet the needs of learners and raise attainment.

There is faculty input across a range of SIGs including LFS, DYW and Numeracy.

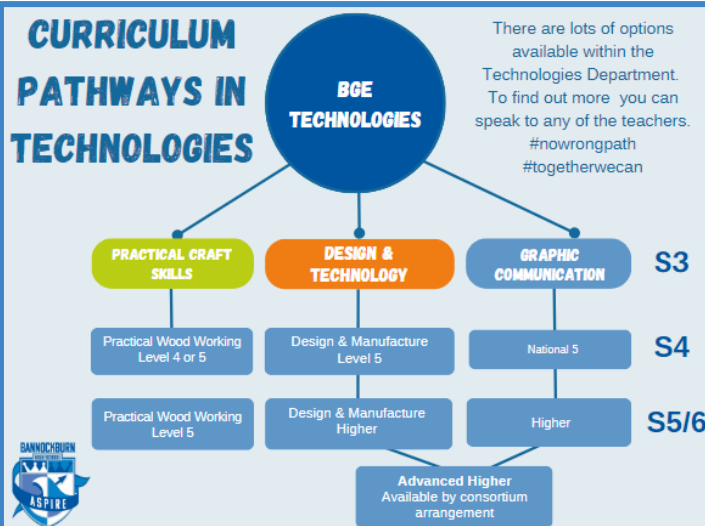
### How do we know?

- **S2 Health Sector Take Over Day** with multiple external partners providing an insight into careers within the NHS and Social care
- Successful integration of the **Young STEM Leader** programme into S4 Science course
- YSL supporting P7 Transition Adventure Days in June
- **STEM Skills Academy** project with Braehead Primary School with Celebration event led by Young STEM Leaders with attendance by parents and staff from BPS
- STEM input to **P7 Transition Days** and **S6 Conference**
- Collaborative approaches to curriculum delivery through Scientific Technologies, working with Maths department

### CURRICULUM PATHWAYS IN SCIENCE



### CURRICULUM PATHWAYS IN TECHNOLOGIES



### HEALTHCARE PATHWAYS @BBHS

To find out more you can speak to any of the Science Teachers.  
#nowrongpath #togetherwecan

Working with partners within the Health Care sector, learners on this pathway gain a unique insight into the local, regional and national employability opportunities within the NHS and other healthcare providers









## Vision and Leadership

### How are we doing?

We continue to reflect on how we meet the needs of all the learners in our faculty through the courses we offer.

We will continue to build capacity within the faculty for the delivery of courses that meet the needs of learners and build on partnerships with NHS Forth Valley and other health and social care providers. We will also work closely with the SQA and Forth Valley College to develop level 6 Health Care pathways for schools.

All staff are engaging in self-evaluation and reflecting on practice using the HGIOS 4 Quality Indicators and continue to engage with Practitioner Enquiry.

We have identified areas for development in PRDs and our improvement plan and will work collaboratively to ensure a shared understanding of our next steps.

We will work alongside Education Scotland to review how we provide Learning for Sustainability within our curriculum offer ensuring that all learners access a curriculum with the UNCRC and Sustainable Development Goals at the core.

### How do we know?

We have identified the next steps in our development of a wider curriculum offer within the faculty and the steps required to move this forward.

We are allocating collegiate time for development and moderation of our BGE and using the principle of curriculum design to meet the needs of learners. All staff are engaging in Professional Enquiry and will be sharing their findings during collegiate time and within TLCs.

Healthcare Pathways have been launched and Technologies will be researching additional Level 5 & 6 courses that can be integrated into our current offer, providing breadth to the curriculum.

We continue to work with Education Scotland and other partners to ensure that all learners in our faculty have the opportunity for success and progression at a level that meets their needs.

All staff received initial professional learning linked to Learning for Sustainability and we will be reviewing course content within the BGE to reflect this.

## What are we going to do next?

- We will continue to use a data informed approach to develop our curriculum offer and take on board staff and pupil voice to ensure we are getting it right for every child within our faculty.
- Quality assurance of prelim materials and development of pupils' voice through learner conversations.
- Staff will continue to seek out opportunities for professional learning both in and outwith BBHS and share their experiences and reflections with the rest of the team. Continue to work alongside Education Scotland to embed Learning for Sustainability within the BGE.
- Establish clear systems and processes that empower teachers within the faculty.
- Offer regular opportunities for subject teams to share good practice and offer subject specific learning to peers in school and across networks. This way staff can access relevant professional learning from colleagues and this will in turn, improve outcomes for learners.

- STEM Skills Academy development to include additional transition projects with Health Sector classes and extend the offer to other primary schools within the learning community.
- Develop a curriculum offer that meets the needs of all learners within BBHS with a focus on Technologies, highlighting Learning for Sustainability and the UNCRC, as well as increasing the pathways available to all.

## Standards & Quality Report Session 2023-2024

### Faculty | Social Subjects & RMPS

#### How are we doing?

The Social Subjects Faculty had another busy year providing pupils with a wide range of opportunities in the subject areas of History, Modern Studies, Geography, RMPS, Psychology, Travel and Tourism and People and Society. Staff continue to deliver an extensive range of courses at both BGE and Senior phase, as well as providing extra-curricular opportunities and experiences to enable all pupils to reach their full potential and have an enjoyable and meaningful experience.

#### How do we know?

Pupils worked hard throughout the year and achieved results that they should be proud of, both in their final examinations and class work. Pupils also engaged in a number of enhanced learning experiences.

#### Headlines for our 2024 Examinations

##### Advanced Higher

60% of Advanced Higher History pupils achieved grade A-C

##### Higher

75% of learners who sat Higher Modern Studies achieved grade A-B, with 25% achieving an A

On average, learners achieved over 70% in their Higher History & Modern Studies Assignment

On average, learners achieved over 80% in their Higher RMPS Assignment

40% of Higher RMPS learners achieved grade A-B

##### National 5

On average, learners achieved over 70% in their N5 History & Modern Studies Assignment

100% of N5 Modern Studies learners achieved grade A-C

60% of N5 Modern Studies learners achieved an A

##### Alternative Progression Pathways

More learners were dual presented for Level 6 Psychology NPA as well as the course award than in previous years

100% pass rate for level 4 & 5 Travel & Tourism learners

A number of learners boosted their attainment by achieving Level 4 People and Society alongside their traditional Social Subject, achieving two certificated results from one class

##### Extra Curricular

The majority of learners who sat Travel & Tourism also achieved a Level 6 Powering Futures Award - an award that few other schools in Stirling offer

##### Pupil Spotlight

Ellie Welsh (S5) achieved full marks in her N5 History Assignment

Sienna Balshaw (S6) achieved full marks in her Higher RMPS Assignment

#### Headlines of our Enhanced Learning Experiences

There have been a number of events which have helped to develop and enhance pupil experience and Faculty identity. These have included:

- All of our S1 cohort took part in an informative talk delivered by **Nil by Mouth** to tackle sectarian attitudes in Scotland.
- We have formed a partnership with the **Field Studies Centre** in Millport enabling all learners in S2 to participate in an educational residential excursion.
- Senior phase Geographers participated in an excursion to the **Lake District**, enabling them to enhance their fieldwork skills.
- RMPS learners visited **Our Lady & St Ninians Catholic Church**, **Carfin Grotto** and **Glasgow Gurdwara**.
- Modern Studies learners participated in a **Police Station** tour, a trip to the **Sheriff Court** as well as an educational and informative visit to the **Scottish Parliament** and **Dynamic Earth**.



In October, we had the privilege of working alongside the charity Educate the Kids. We welcomed a group of learners from Kenya to our school. Our wonderful senior pupils, with the help of Miss Davis, planned a day of Scottish activities for the young people: engaging lessons such as cookery; a delicious traditional Scottish feast for lunch; as well as music and sport. This was an invaluable experience for our learners as well, who gained knowledge and understanding of the curriculum in Kenya as well as their culture and traditions. Thank you so much for visiting us!



For example, the following established and successful excursions will be returning:

- We will apply for two senior History pupils to visit **Poland** as part of '**Lessons from Auschwitz**'.
- Geography **Lake District** trip is planned for pupils to collect important field work data.
- **Nil by Mouth** are planning to return to BBHS to provide an informative experience for all S1 pupils.
- We are continuing to strengthen our partnerships with **Hays Travel**, **Stirling Tourist Information Centre** and **Edinburgh College** - providing excursion experiences for our Travel and Tourism pupils.
- S3 Geographers will revisit the **Water of Leith Conservation Center**.
- S4 Geographers have already visited **Loch Lomond** in August.
- After such roaring success, we have confirmed a second annual **Residential Trip to Millport** for S2 learners.

We have planned **NEW** and exciting enhanced learning experiences for 2024-25:

- The History teachers are planning new trips for BGE and senior pupils such as the **Scottish Jewish Heritage Centre**. Keep an eye out for updates!
- Modern Studies have planned a visit to the *Scottish Parliament* for the **First Minister's Question Time** for Higher learners.
- The Social Subjects Faculty are planning a **NEW** abroad experience for learners from the faculty from S4-6 to **Krakow, Poland** to visit the **Christmas Markets** and **Auschwitz**.
- The History faculty have planned for learners to engage with a once in a lifetime experience in October, where they will meet and listen to a personal account of a Holocaust survivor in partnership with the **Holocaust Educational Trust**.



S2 learners at Dynamic Earth



S3, Water of Leith Conservation Centre



Senior Geographers visit the Lake District



S5/6 learners set up 'Bannockburn Travel' as part of their Travel and Tourism employability unit.



Nil by Mouth visit S1 and challenge sectarian attitudes in Scottish society.



Senior Modern Studies Learners at the Scottish Parliament



## Work and Life of the Faculty

### How are we doing?

- 2023-24 saw the formal introduction of a UNCRC Unit of learning embedded into the S1 Social Subjects course. This was hugely successful and enabled learners to develop in depth knowledge and understanding about UNCRC.
- The faculty explored new ways to involve parents and carers in decision making about their young people's learning, in particular about their views and preferences towards Supported Study.
- Advanced Higher History continues to have a large uptake, annually.
- All S2 Geography pupils participated in the Climate Ready Classrooms initiative which enabled them to work towards achieving their *Carbon Literacy Award*.
- Geography pupils engaged in more outdoor learning than ever before, enhancing their fieldwork skills and knowledge of their surrounding and local area.
- The faculty continue to offer a wide range of bespoke learner pathways so that all pupils in our classrooms can achieve at a level that suits their ability and needs.

### How do we know?

- Pupils voice surveys highlighted Social Subjects as an area of enjoyment and engagement for S1 pupils.
- Enhancements were made to the S1 course to reflect the views of parents and carers, enabling them to have a direct say in the learning of their young people.
- Our Advanced Higher History pupils engaged fully with all aspects of the course and achieved well in the SQA examinations. Learners have even gone on to expand their interest further by studying History at University.
- The curricular changes to the BGE in Geography have increased uptake in the senior phase.
- We continue to offer Level 4 and 5 Travel and Tourism, Level 4 People and Society and Level 3, 4 and 5 Religious, Belief and Values Award - we strive to maximize the attainment of all pupil in the faculty by offering a range of levels and subjects alongside our hugely successful traditional pathways.

### What are we going to do next?

In session 2024-25 we will continue to prioritise academic excellence and enriching

experiences for our young people. Some examples of what we are going to do are:

- **We are offering Level 6 Criminology for the first time - the class is already hugely popular and is at capacity.**
- We are offering Advanced Higher History for a seventh year due to its continued success.
- We are increasing our offer in the senior phase by dual presenting a number of pupils with N4 People and Society and Level 6 Powering Futures award alongside their traditional subject choice to increase their SCQF points. We are also introducing Level 6 RBV Award.

### Social Subject Ambassadors

A number of pupils from across all year groups applied to become a **Social Subjects Ambassador**.

**Our Ambassadors for session 2023-24 were:**

Caitlyn Patterson, Millie Bryson, Euan McLean, Ellis Carson, Robert Crowder, Orla Leitch, Fraser Brownlee, Leah Shorthouse, Abbie Rennie, Layarna Hughes, Ellie Welsh, Ramsay Snedden and Farryn Smith.

**Ambassadors joining the team for 2024-25 are:**

Alba Robertson, Anya Paterson, Michael Jaffrey, Priviledge Maitireyi, Eilidh Gairns, Farrah Bradley, Kaitlin Singh, Amy Dawson, Aimee Cowie, Ciana O'Neil, Isla Jack and Kayleigh Henderson.



## What are we going to do next?

In the Social Subjects Faculty we constantly strive to ensure that, as professionals, we are offering the highest quality of teaching for our pupils. Some improvements that we are aiming to make for session 2024-25 are:

- The Social Subjects faculty plan to take a lead in enhanced primary transition by creating meaningful staff links with each feeder primaries and work collegiately with primary colleagues.
- In session 2024-25, faculty members continue to be responsible for areas of the Faculty Improvement Plan, contributing to the development of the faculty and wider school.
- Led by Mrs McQuade, the faculty will continue to be responsible for embedding the teachings, values and ethos of the The United Nations Convention on the Rights of the Child (UNCRC) into the curriculum, so that learners at all stages have a full awareness and understanding of children's rights. To date, we are one of the only schools that included a focus group of young people in our staff training event about UNCRC.

### How are we doing?

The Social Subjects Faculty is committed to ensuring that learners have the best possible experiences. We have made very good progress in the following areas:

- Staff across the faculty continued to take up opportunity as markers with the SQA to further inform our professional practice.
- Miss Davis is now a verifier for Level 6 Powering Futures.
- A number of members of the faculty attended Understanding Standards events for their subject areas and liaised with colleagues from across Scotland to engage in professional dialogue, upskilling their professional practice.
- All subjects across the faculty continue to work hard on their BGE courses to embed opportunity to develop literacy and numeracy skills as well as offer national skills progression in preparation for the senior phase and life and work beyond BBHS.
- Faculty members are key leaders in the school's teaching and learning groups which have lead whole school learning opportunities for our teaching staff.
- We continue to offer a safe, quiet and nurturing space for learners within our classroom and Faculty Nooks.

successes of the Social Subjects Faculty by following our X accounts:

@BannockburnHigh, @MrsMcQuadeBBHS,  
@MrsMackayBBHS, @MrsDunsmoreBBHS,  
@MissDavisBBHS @DiversityBBHS

### How do we know?

- Colleagues from across the faculty have noticed a readiness in new S4 pupils due to the valuable enhancements made to our BGE as well as an increase in their subject specific literacy and skills.
- Members of our faculty continue to liaise with other schools to engage in professional development and share their expertise.
- Our Faculty Nook continues to be well received by our learning community and has been visited by another secondary school as well as showcased at our Belonging to Bannockburn event and discussed at the Stirling Youth Voices event. It continues to be so well received that it is now frequently used by partners of our school as well as pupils, such as Educational Psychology and Social Work.



**S1 learn about UNCRC.**

**Article 1: You have rights.**

**Article 28: You have the right to learn in school.**

**Article 42: You have the right to know and learn about your rights.**



## Conclusion

Overall, session 2023-24 has been a very positive academic session in the Social Subjects and RMPS faculty. Pupils attained well in SQA examinations with some real areas of celebration for specific subjects and pupils. Most importantly, though, pupils of all year groups were able to participate in a number of valuable experiences which enhanced their curricular journey.

For session 2024-25, we continue to be committed to ensuring that pupils have an excellent experience at all stages of the curriculum in both their academic achievements and wider experiences. Through continuous improvement and reflection from staff, we hope to continue to refine and enhance the experiences we offer pupils within the Social Subjects Faculty. Most importantly, we will continue to ensure that all pupils have fun while they are learning and feel safe and nurtured while in the faculty.

### Faculty Highlight of Session 2023-24

During the month of February, Miss Davis, Mrs. McQuade, Mrs. Dunsmore, Mr. Somerville, and Mr. Kirk took the majority of the S2 cohort on a residential excursion to the Isle of Cumbrae. The staff and learners stayed at the Millport Field Studies Centre. Learners took part in a number of enriching fieldwork activities, such as coastal and soil analysis. We spent time in a real lab and were able to learn first-hand geography field work skills from experienced tutors.

Learners were a credit to the school. During a tourism task with the general public, it was reported back to staff that the young people were exceptionally polite, hardworking, and a credit to our school. We are very proud of our Bannockburn learners.

The trip was so successful that we have now created a meaningful and lasting partnership with the Field Studies Centre and are already planned to revisit with the new S2 in February. Hopefully this year it is a little less wet, but just as enjoyable! We are already looking forward to the bonfire and toasted marshmallows on our final night.

Mrs McQuade