



**“Our Learning community unites to create an inclusive environment where every young person can achieve their full potential as: Together Everyone Achieves More”**  
Work Hard & Be Kind

**CEC Vision**

A fairer, healthier, greener future for everyone, where learning for life happens at school, in the wider community, at home and in the workplace.

**Show Me Event**

5 Years from now, QHS will host its 3<sup>rd</sup> Learning Festival. Invited guests will arrive to learn about the positive outcomes our approach to education has had on the young people within our school. We will demonstrate a collaborative approach to education, achieving the targets outlined below, by working closely with our partners to best meet the needs of all our learners.

**5 Year Target**

**All young people will have a pathway to ensure 100% sustained positive destinations, Numeracy & Literacy will be above Virtual Comparator for all measures and levels, S4-6 Outcomes will be above Virtual Comparator on average by at least 3% at every level.**

**Teaching, Learning and Assessment**

**Health, Wellbeing and Resilience**

**Improving Outcomes**

**Equalities, Equity & Inclusion**

Edinburgh Learns (NH)

Staff Wellbeing (NH)

Cluster Planning (MG/BL)

Equalities (MG)

Curriculum (NH)

Whole School HWB (MG)

Tracking & Monitoring (KT)

Equity (PEF Plan - MG)

Digital Provision (BL)

HWB Curriculum (MG)

Quality Assurance (BL)

Care Experienced (MG)

CLPL (NH)

Outdoor Learning (KT)

Family Learning (KT)

Inclusion (MG)

“This year QHS will review our practice in the BGE with a focus on Pace & Challenge. We will support staff by providing appropriate CLPL on differentiation and ensure ALL staff have the opportunity to look outwards to identified best practice across the country”

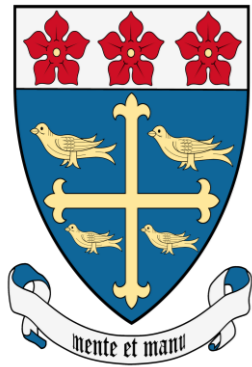
“This year QHS will support the Wellbeing of our staff & Young people. We will review our curriculum and have a whole school focus of Mental and Emotional wellbeing, ensuring the adequate support and signposting is in place for all our learners”

“This year QHS will implement year 1 of our 5 year improving outcomes strategy. Short terms targets will be achieved by quality Teaching Learning & Assessment and supported by improved Family Learning opportunities. Using our new Tracking & Monitoring & Quality Assurance systems we will ensure rigour and consistency in our approaches throughout the year”

“This year QHS will continue to develop inclusive practice across the school community. We will review our Equalities strategy which will include our UNCRC Rights Respecting journey and LGBT Charter. We will have a clear focus on supporting ALL our learners and their families through our PEF plan and robust tracking and monitoring of interest groups”

## QHS – Our year end targets

### QHS Improvement Plan 2022-2023



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We will review our current curriculum with a Focus on Pace & Challenge in the BGE (NH)  
All teaching staff will engage in the school identified priority of the Edinburgh Learns Teachers’ Charter (Differentiation) (NH)  
We will, in line with CEC guidelines, launch our revised PRD process and ensure appropriate staff CLPL to support the process (NH)  
We will, look outwards at best practice and invite colleagues to critically review and provide support to improve the quality of our Teaching & Learning (NH)  
All staff will embed our Positive Relationships for Learning approach in daily practice (NH)  
We will successfully deploy 1:1 devices to staff and pupils (BL)  
We will complete the evaluation activities working towards attaining the Digital Schools Award and Digital Wellbeing Award (BL)  
All staff will engage in self-evaluation of Digital Literacy and undertake self-directed CLPL (BL)

Pupil and staff survey of empowered learning  
Survey of strands of digital school award  
Tracking of engagement with Edinburgh learns digital CLPL.  
Curriculum audit evidence  
Pupil and staff surveys (LTA)  
Learning Walk Observations  
[SIP Teaching Learning & Assessment.docx \(sharepoint.com\)](#)

We will ensure all staff have access to support and resources for their own wellbeing and that of our learners (NH)  
We will develop an introduction of a whole school approach to supporting mental and emotional wellbeing – distributed leadership / HWB Staff and Integrated Support Team (MG)  
We will develop Nurture whole school and targeted approaches – Service Agreement – EP/ ASL Lead (MG)  
We will develop a strategy to increase physical activity and improve the diet of our young people (KT)  
We will review our HWB curriculum and adapt accordingly to meet the needs of our learners (NH)  
We will audit, plan and deliver safe and effective outdoor learning experiences for our young people (KT)

Wellbeing Assessment Tool  
CIRCLE Document – Participation Scale for pre and post intervention  
GIRFEC – Staff Self-Evaluation Tool  
Track and Monitor impact of Targeted Nurture Interventions  
Audit of Sustainability / Outdoor Learning  
[HWB Renewal Plan Page 22-23.docx \(sharepoint.com\)](#)

We will develop a 5 year improving outcomes strategy with 1,3, and 5 year targets (BL)  
We will design a new Tracking and Monitoring system to include a Pupil Data hub to allow for early and targeted interventions (KT/BL)  
Target lowest 20% Outcomes – Introduce mentoring and attainment Hub support (CD/BL)  
Our Literacy and Numeracy levels will be above VC at all levels by end of year 1 (ALL)  
We will implement a Parental Engagement strategy to support parent/carers to help their young person’s learning, development, and wellbeing at home (KT)  
We will implement a new strategy to provide more regular and targeted feedback to parent/carers on their young person’s learning and development in school (KT)  
We will implement a new QA calendar to ensure consistency in all aspects of our practice (BL)  
We will enhance our Learning Community working to improve transitions and to ensure progression and consistency across our community (MG)

Survey of staff engagement with Pupil Data Hub  
QA evidence document populated by staff  
Implementation of new tracking & monitoring system  
Launch of home school partnership planning  
Launch of Class Charts

Through introduction of our new Information Sharing Hub (Class Charts) all staff will be confident in using appropriate data to ensure inclusive practice, specifically identified groups e.g., Care Experienced/PEF/Young carers and further enhance the opportunities for our integrated support team to work collaboratively with the wider school community. (MG)  
We will use data relating to our PEF identified pupils and provide effective interventions and resources to support closing the poverty attainment gap – See PEF Plan (MG)  
We will increase the awareness amongst all staff, of Equality and Diversity through revising and implementing our new Equalities Policy (MG)  
We will review and have a shared understanding of an inclusive, diverse and decolonised curriculum (NH)  
All Faculties will commit to achieving the LGBT Charter Gold Award (MG)  
All Faculties will commit to achieving the UNCRC Rights Respecting Bronze Award (MG)

Track and monitor staff use of Data Hub and pathways resource and interventions document  
T&M SEEMIS bullying and Equalities  
Evidence of Impact Folder – LGBT Charter  
Evidence of Impact Folder – UNCRC Rights  
Respecting - Children's Rights and Wellbeing Impact Assessment.  
[Renewal Plan Page - Equalities, Equity and Inclusion \(2022-23\) 1.docx \(sharepoint.com\)](#)

## How we will achieve these targets and who has overall responsibility

### Learning, Teaching & Assessment

Target	Responsible	Timescale	Outcomes (How we will Achieve our Targets)	Progress 1 (January)
Ensure that all learners are being challenged and supported in the classroom.	<b>NH Lead</b> <b>CM and NM</b> <b>All Teaching Teams</b>	<b>Across 2022-23 session</b>	Access/deliver appropriate professional learning for all staff to ensure they have the skills to deliver high quality learning, teaching and assessment as defined in the EL Teachers' Charter with a 2022-23 focus on Differentiation. This will include access to our new LT resource, a calendar of CLPL (both inhouse and Edinburgh Learns across twilight, CAT and INSET) and opportunities to share via QHS Teach Meets.	Creation of draft QHS Learns approach which has undergone consultation with staff. Planned use of ELT (Feb 2023) to help identify next steps re pace and challenge in BGE.
Ensure that our planned curriculum is progressive and engages all learners whilst developing key skills.	<b>NH Lead</b> <b>CM and NM</b> <b>All Teaching Team</b>	<b>Initial review will take place August-Oct</b>	We will review our current curriculum with a focus on Pace & Challenge in the BGE. This will include consultation with our cluster primary colleagues to ensure clear progression from P6/7 into S1. On the back of this review we will look to plan for and implement identified areas of change ready for session 2023-24.	Limited progress in this area at this point - Planning has been reviewed and will be part of a wider 18 month curriculum review process (ending April 2024)
Enhance the consistency and quality of learning experiences whilst empowering teaching staff by further developing capacity.	<b>NH Lead</b> <b>All Teaching Teams</b>	<b>Across 2022-23 session</b>	We will, look inwards with an ongoing and enhanced programme of Shared Classroom experiences and also look outwards at best practice and invite colleagues to critically review and provide support to improve the quality of our Teaching & Learning. This will include ongoing work on moderation across both the BGE and Senior Phase.	Use of QHS Learns approach to support both QHS Lesson Observations and SSE. Planning has begun for Looking Outwards opportunities (May 2023) Moderation ongoing across faculties. Additional input in terms of literacy from AT in CAT 2. English team to engage in moderation with cluster arranged for Spring term.
Ensure that our QHS Positive Relationships for Learning approach is consistently and confidently at the heart of all our interactions with young people.	<b>NH/MG Leads</b> <b>All staff</b>	<b>Full launch in August 2022</b>	All QHS staff will embed our Positive Relationships for Learning approach into their daily practice. This will be supported with the launch of our QHS Positive Relationships for Learning toolkit and ongoing CLPL opportunities (Both as part of our INSET, CAT and Twilight programmes).	QHS PBA launched in August 2022 and is being embedded into practice. Positive feedback from SSE. Next steps are to consolidate evidence of impact and offer CLPL in Spring term.
Ensure that staff are fully supported to engage in effective and ongoing professional development.	<b>NH Lead</b>  <b>LW, GF, CR and FG. Plus Probationer Mentors</b>	<b>Across session 2022-23</b>	We will, in line with CEC guidelines, launch our revised PRD process and ensure appropriate staff CLPL to support the process with a focus on opportunities for enquiry-based practice looking into session 2023-23.  We will look to review and implement a revised in-house programme to support Student and NQ Teachers (in line with CEC programme for NQTs)	Initial planning undertaken with aim of outlining clear strategic overview ready for launch with PRD window and session 2023-24.  CR/FG and GF/LW working with NH to support students and probationer teachers (check ins). GF/MB and LC also working with CEC to support probationers with Enquiry.

## How we will achieve these targets and who has overall responsibility

### Learning, Teaching & Assessment

Target	Responsible	Timescale	Outcomes (How we will Achieve our Targets)	Progress 1 (January)
We will successfully deploy 1:1 devices to staff and pupils	BL/ PG/AO/HD	Aug 2022 Aug 2022 Sept 2022 Sept 2022 Sept 2022	Audit of existing IT infrastructure Additional training for digital leads. Information evening provided for parents/carers and a range of resources shared. Assemblies for students detailing expectations, standards and support. Launch Empowered Learning devices to students.	Audit complete. Digital leads have reduced, completed some training. Information evening offered and resources shared. Standards and expectations shared through presentations in class in lieu of assemblies.
All staff will engage in self-evaluation of Digital Literacy and undertake self-directed CLPL	BL/ PG/AO/HD	Nov 2022 May 2023	Provide staff with time at August in-service, subsequent CAT sessions and add to WTA. Access/ & deliver appropriate digital professional learning for staff to ensure all can use relevant digital platforms and tools to support Empowered Learning project.	Time provided in WTA and August Inservice for self directed learning. Self directed learning offers a suite of digital CLPL. In house training was to be offered in Jan but delayed until later on this session.
Attain the Digital Schools Award and Digital Wellbeing Award	BL/ PG/AO/HD	Jan 2023 Nov 2023 May 2024	Complete first round of self-evaluation activities using Digital Schools Award tool kit Complete second round of self-evaluation activities using Digital Schools Award tool kit Invite Digital Award Scotland for validation visit.	Decision made to delay first round of evaluation until April 2023.

## How we will achieve these targets and who has overall responsibility

### Wellbeing & Resilience

Target	Responsible	Timescale	Outcomes (How we will Achieve our Targets)	Progress 1 (January)
We will ensure all staff have access to support and resources for their own wellbeing and that of our learners	NH	Aug 22 – June 23	Share HWB supports with staff and provide time for collegiate discussion/support Provide CLPL/resources to enable staff to feel more confident in supporting their learner's wellbeing	Initial feedback gathered but next steps requiring action.
All pupils will have a clear understanding of the GIRFEC Wellbeing Indicators and will be supported to improve their knowledge and understanding through the following themes: <ul style="list-style-type: none"> <li>Mental Health &amp; Wellbeing</li> <li>Physical Health</li> <li>GIRFEC – Wellbeing Indicators</li> <li>Pupil Voice - Consultation – how is the pupils Health and Wellbeing – what would they like support with</li> <li>UNCRC – Rights Respecting</li> <li>LGBT Charter</li> </ul>	HWB Staff/ MG / RP/ Integrated Support Team	Sept 22  Dec 22  Aug 22 – June 23	Use <a href="#">Whole School Approach Framework for Schools to Support Children and Young People's Mental Health and Wellbeing</a> – explore which Wellbeing Assessment tool/s to use: Gather data – SIMD, exclusion, attendance, HWB indicators, Individual interventions, survey data and implement policy and structure for change  Engage with the Health and wellbeing: responsibility for all HWB Booklet <a href="https://education.gov.scot/improvement/documents/hwb30-booklet.pdf">https://education.gov.scot/improvement/documents/hwb30-booklet.pdf</a> - use the GIRFEC Self Evaluation tool – (Staff Session 22-23 HWB Staff and then 23-24 – all staff)  Develop a timeline and calendar to support Health and Wellbeing through additional HWB time in the curriculum S1-S6	Linked with school counsellor and QHS leaflet produced – upload to website <b>Child &amp; Youth Resilience Measure – S4</b>  Pupil Resilience Focus group  V&V and HWB Survey through PSE
Improve universal and targeted nurture support for pupils through an increased awareness of young people and their family needs	MG/ EP/ ASL Lead/ Integrated Support Team	Aug 22 – June 23  Oct 22	Develop a Whole School Nurture Strategy – joint Service Agreement with EP and ASL Lead <a href="#">Applying nurture as a whole school approach - A framework to support self-evaluation   Self-evaluation   National Improvement Hub (education.gov.scot)</a> <b>Universal: Pathway 1</b> *Improve our pathways hyperlinked staged intervention and resource document * Information Sharing system – flagged on SEEMiS and Pupil Database *Re-introduce the CIRCLE doc. To support L&T and Meeting Learners Needs *2 hour whole school nurture training – EP <b>Targeted:</b> *Nurture Groups – SfL – pathway 2 for S1-3 *Seasons for Growth – SfL – pathway 2 *Wellbeing Hub – pathway 3	All staff – whole school nurture training inset 25.10.22 (2hrs) Teaching Staff used CIRCLE document to complete plan to use strategies to promote Nurturing environment. Further CAT session Nov 22. All teaching staff identified top tips to promote a nurturing climate and set 3 challenges to over come – evaluation May/ June 23 Information Sharing System – set up Class Charts Staged Intervention and Resource Document revised – launch Feb 23
We will audit, plan and deliver safe and effective outdoor learning experiences for our young people	KT/MB/RS/AM	Aug 22 – Jun 23	Audit of sustainability in curriculum Showcase of good practice Audit of outdoor learning in curriculum Implementation of universal, targeted and family outdoor learning opportunities Showcase of good practice in outdoor learning	Sustainability audit planned for term 2. Staff CLPL for good practice in term 3 OL opportunities for families in progress. Sponsored walk successfully implemented. Planning in place for next session

## How we will achieve these targets and who has overall responsibility

### Wellbeing & Resilience

Target	Responsible	Timescale	Outcomes (How we will Achieve our Targets)	Progress 1 (January)
We will develop a strategy to increase physical activity and improve the diet of our young people	KT/KD	Aug 22 – Jun 23	Actively promote consistent messages regarding school food, in line with national guidance Active travel plan review Review impact of additional HWB time in S1-4. Review impact of introducing core HWB time to S5/6	Audit of BGE curriculum in FCT to ensure consistent messaging around food choices. Travel plan under review with council officer.
We will review our HWB curriculum and adapt accordingly to meet the needs of our learners	NH	Aug 22 – Jun 23	Audit of existing HWB curriculum content Initial revision of HWB curriculum in line with audit outcomes and agreed priorities	This will now be included within the full curriculum Review (to end April 2024)

## How we will achieve these targets and who has overall responsibility

### Attainment & Achievement

Target	Responsible	Timescale	Outcomes (How we will Achieve our Targets)	Progress 1 (January)
We will create a 5 year attainment strategy with 1,3, and 5 year targets	BL/CD	Jun 2022 Sept 2022 Oct 2022 Oct 2022	Set 2022-23 attainment targets (numerical) by subject and level for S4. Set 2022-23 attainment targets (numerical) by subject and level for S5/6. Set 3- and 5-year attainment targets (percentage) by subject and level. Set 3 and 5 year tariff targets (complementary).	Attainment targets set, including individual pupil targets and faculty targets based on VC and Edinburgh comparator schools. Attainment strategy drafted, next step is consultation with stakeholders.
We will implement a new strategy to provide more regular and targeted feedback to parent/carers on their young person's learning and development in school	KT/CM	August 2022 Ongoing	Launch Class Charts access to parents/carers and pupils. Design of new tracking system following consultation for implementation for all year groups in reporting window 1. Feedback throughout session against key pieces of feedback in identified improvement areas from stakeholders	Class charts successfully launched. Ongoing work to drive engagement. Tracking system implemented. Half way through tracking/reporting cycle.
We will implement a Parental Engagement strategy to support parent/carers to help their young person's learning, development and wellbeing at home	KT / JM	June 2022	Construct a home school partnership strategy. Implement, host and facilitate parental engagement and family learning opportunities with three key themes; families learning together, professional supports and skills development	Strategy and calendar in place. All term 1 events successfully planned and delivered. Evaluation planned for term 3.
Our Literacy and Numeracy levels will be above VC at all levels by end of year 1	BL/CD	Jun 2022 Ongoing	Provide targeted interventions support from the start of the academic session. Identify first round of students for intervention. Review and update interventions after each tracking period.	Evaluation of numeracy and literacy progress of individuals completed, intervention programme for Numeracy up and running.
We will implement a new QA calendar to ensure consistency in all aspects of our practice	BL	Aug 2022 Aug 2022 Aug 2022	Launch calendar to all staff Create folders for storing essential documents (e.g. minutes) Create document to track progress by faculty.	QA calendar launched, folder created to store documentation. It was agreed by ELT that additional tracking of progress not required.
We will enhance our cluster working to improve transitions and to ensure progression and consistency across our community	MG/ YBC	Nov 2022 May 2023	Share S4-6 attainment data sorted by primary school with cluster school. Develop a shared curriculum between P7 and S1. Planned Transition events with the Cluster HTs and Transition Teacher	Successful Parent/Carer and Pupil Information Evening Clear timeline and plan Regular updates from YBC Lit/ Num and HWB focus
We will design a new Tracking and Monitoring system to include a Pupil Data hub to allow for early and targeted interventions	KT/BL	Aug 2022 Sept 2022	Data hub launched to staff at August in-service. Tracking and Monitoring system, including tracking of interventions, to be live by August. Review of system implementation ongoing with feedback sought from staff & Parents/Carers.	Data hub launched – embedded within class charts T&M system in place with interventions planned and ongoing. Feedback sought at the end of term 2 to inform future planning.
Target lowest 20% Outcomes –	CD/BL	Oct 2022	Introduce mentoring programme Introduce attainment Hub support for targeted young people	Attainment Hub and Mentoring programme launched and evolving based on feedback. Tracking data feeds directly into interventions.

## How we will achieve these targets and who has overall responsibility

### Equalities, Equity Inclusion

Target	Responsible	Timescale	Outcomes (How we will Achieve our Targets)	Progress 1 (January)
Achieve UNCRC Rights Respecting Bronze Award	<b>MG/ AR/ SS-H</b>  <b>All Staff</b>	<b>Aug - Oct 22</b>  <b>Aug 22- June 23</b>	<b>QHS UNCRC Rights Respecting Charter</b> will be launched to staff, pupils, parent/carers and partner agencies. This will be clearly visible and referenced in classrooms and used to support learning and teaching at relevant key points within the curriculum.  A ' <b>Right of the Month</b> ' will help focus and engagement with the Charter  <b>QHS UNCRC Pupil Group</b> will create resources and led sessions through HWB classes and assemblies  A <b>calendar of rights</b> will be linked to the EDGE Equalities group and partnership working  AR/ SS-H will create and update an <b>evidence impact folder</b> - Children's Rights and Wellbeing Impact Assessment.	Achieved Bronze Award UNCRC Charter launched RofM Evidence impact folder Calendar of rights aligned to events
Introduction of a Pupil Data Hub to support Inclusion for all pupils. Staff will be able to use this to inform inclusive practice.  To further develop pathway supports at QHS to enhance the opportunities for our Integrated Support Team including ESB/ WBH to work collaboratively with the wider school community.  We will recognise the needs of their care experienced pupils with robust tracking of attendance and attainment so that support and intervention can be given early.	<b>BL/ MG/ Integrated Support Team</b>  <b>All Staff</b>  <b>SLT/ Integrated Support Team</b> <b>All Staff</b>	<b>Aug 22</b>  <b>Aug 22 – June 23</b>  <b>Aug 22 – June 23</b>	<b>A Pupil Data Hub</b> will be created to provide relevant information, strategies and interventions to support meeting learners needs. This will support the flagging system on SEEMiS and statutory pupil information updated on SEEMiS  <b>Re-launch Pathways and Resources and Intervention document</b> – track and monitor use of this resource. (Link to <b>Whole School Nurture Practice / CIRCLE</b> document)  <b>Robust tracking and monitoring of care experienced pupils at:</b> House Team Meetings/ PSG  <b>Care Experienced Renewal Plan</b> – discussion Tool – agreed targets: QA calendar	Class Charts set up for information sharing and SEEMiS flagging  Launch Pathways document in Feb 23  Care Experienced T&M – robustly BGE – HTM and Senior Phase ( <b>concern 3 x S4 and 2 x S5</b> )
Achieve LGBT Charter Silver Award	<b>MG/ HH</b>	<b>June 23</b>	<b>Training:</b> 60% of staff 3.5 Hours <b>Policy:</b> Linked to Equalities and others such Uniform <b>Leadership:</b> Baseline Survey/ Pupil Consultation/ Champions group to be established <b>Practice Action Plan:</b> Calendar of events / MG/ HH will create and update an evidence impact folder	Strong pupil group – assembly and PSE lessons Policies updated Training – Feb/ March 60% and a strong Champion group with relevant action plan Evidence impact folder
We will increase the awareness amongst all staff, of Equality and Diversity through revising and implementing our new Equalities Policy.  All our staff will be confident in responding effectively to bullying.	<b>EDGE pupil and staff group</b>  <b>All Staff</b>	<b>Nov 22</b>  <b>Aug 22- June 23</b>  <b>Aug 22- June 23</b>	Our revised <b>Equalities Policy will be launched</b> following consultation with pupils, staff, parent/carers and partner agencies – links will be made to the LGBT Charter  <b>Calendar of Equality Events 2022-23</b>  Provide opportunities for all staff to build on <b>core training on Equalities and Diversity training for all staff (My Learning Hub)</b> as part of wider CLPL strategy. Integrated Support Team Staff will be confident in using <b>Equalities data</b> effectively to inform planning and using robust tracking & monitoring	Revised Equalities policy MG/ JH/ SS-H/ LS worked with pupil group to following pupil voice  Calendar of events set up and running  Promotion of CLPL



## How we will achieve these targets and who has overall responsibility

### Equalities, Equity Inclusion

Target	Responsible	Timescale	Outcomes (How we will Achieve our Targets)	Progress 1 (January)
We will review and have a shared understanding of an inclusive, diverse and decolonised curriculum	NH	Aug 22- June 23	Provide guidance and support staff to review and where required revise the curriculum to ensure, all subjects promote Equalities & Diversity and to allow staff to develop their confidence with and ability to ensure a decolonised curriculum.	Planned input for CAT session (May 2023) with aim of establishing foundations for wider revire in session 2023-24