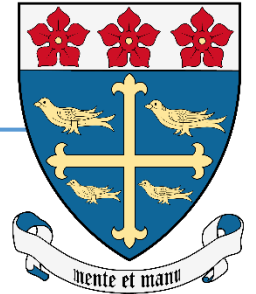


Queensferry High School



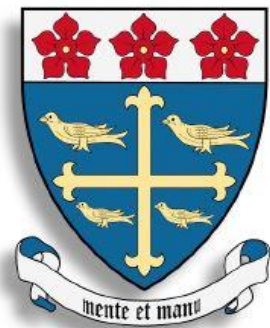
Standards and Qualities Report

Session 2021-22



“Our Learning community unites to create an inclusive environment where every young person can achieve their full potential as Together Everyone Achieves More”

Together Everyone
TEAM
Achieves More



work hard and be kind



Headteacher Introduction

Welcome to Queensferry High School's Standards and Quality Report for session 2021/22.

This document, as well as providing an evaluation of our school's performance in the past session, seeks to celebrate the range of opportunities for our young people and, crucially, their ability to make the most of these and succeed. Despite being another Covid affected year, 2021/22 contained many positives from across our school community that it is a pleasure to celebrate within, as well as a strong sense for the future, that regardless of the challenges that they are presented with, our young people have the strength of character to work hard and achieve well.

Since taking up post I have been struck by the range of cultural, sporting, technological and creative activities that pupils in Queensferry High School embrace and enjoy. I am also moved by regular displays of altruism and teamwork, where various combinations of pupils, parents, staff and partners combine to support each other in order to achieve.

Our key sections on improving outcomes, evaluation of our improvement priorities from the past session and our more specific faculty appendices aim to convey summary information as to key work undertaken in 2021/22 and its efficacy.

We are also interested in how well we improve the quality of our work and what we will focus on in the session ahead and a full summary of improvement priorities for 2022/23 will be published on our School App and Website.

There is very good reason to be exceptionally proud of our youngsters across the school. Reflection on the past year only fuels excitement about what is to come in session 2022/23 with our new curriculum and our on-going work in maximising opportunities, experiences and, consequently, achievement for *all* of our young people, regardless of the challenges the wider world may present us with.

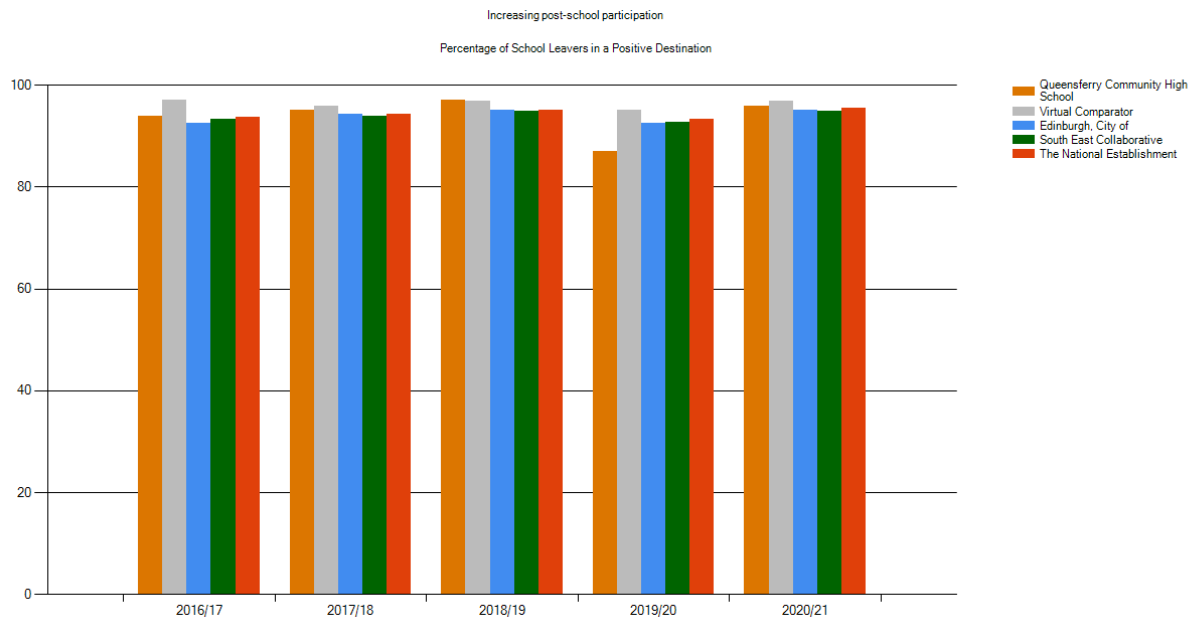
I hope you enjoy reading our Standards and Quality report for this session.

Best wishes



Craig Downie

Section 1 - Improving Outcomes 2021/22



Young people leaving school into a Positive Destinations:

95.95% of young people at QHS leave school and achieve a Positive Destination. This figure is above Edinburgh, South East Collaborative and National Averages. Early analysis suggests we are on course to improve upon this figure once again when the 2022 figures are published.

In terms of capturing SQA attainment for this session, the figures below present a summary of our performance against key traditional measures across stages:

Performance by S4 at National 5 Level

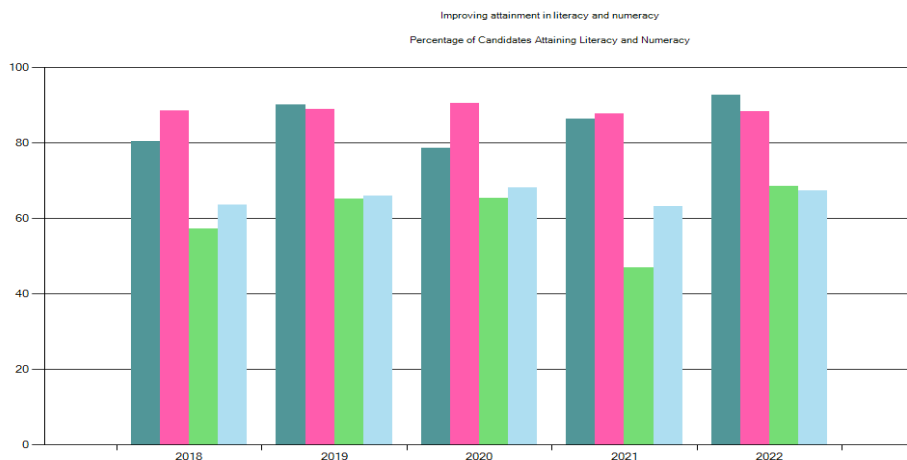
- 55.8% of pupils achieved 5 National 5 awards at A-D level (+8.95)
- 50.3% of pupils achieved 5 National 5 awards at A-C level (+7.7%)

Performance by S5 at Higher Level

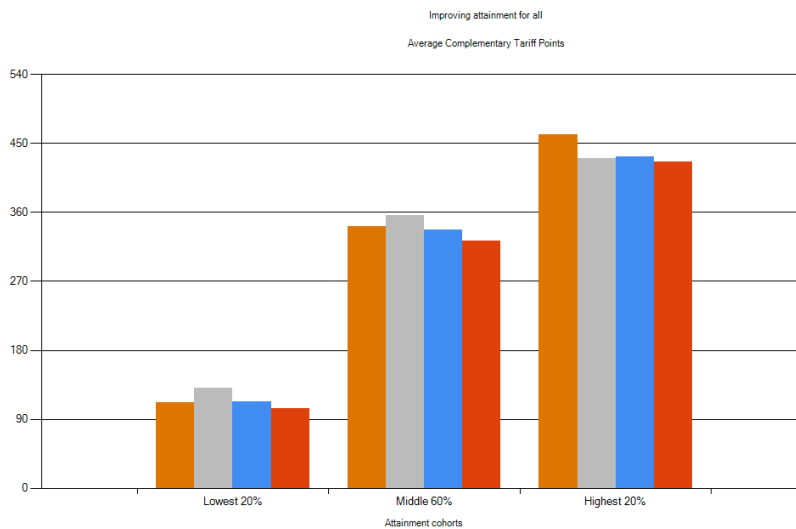
- 49.3% of pupils achieved 3 Higher awards at A-D Level (+1.4%)
- 44.4% of pupils achieved 3 Higher awards at A-C Level (-0.7%)
- 21.8% of pupils achieved 5 Higher awards at A-D Level (-2.5%)
- 21.1% of pupils achieved 5 Higher awards at A-C Level (+5.5%)

Numeracy & Literacy

(S4 Literacy & Numeracy)



(S4 Attainment for all)



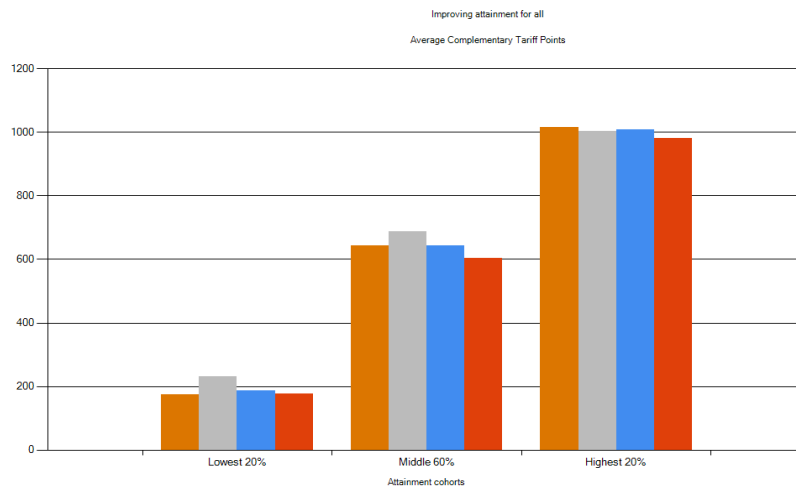
S4 Summary

Our S4 performance last session was an improvement on previous years. Our overall attainment was closer to, or above our Virtual comparator. This, combined with our strong performance in Literacy & Numeracy (Best on record) vs VC highlights a strong S4 performance in session 21/22 in comparison to previous years attainment.

(S5 Literacy & Numeracy)



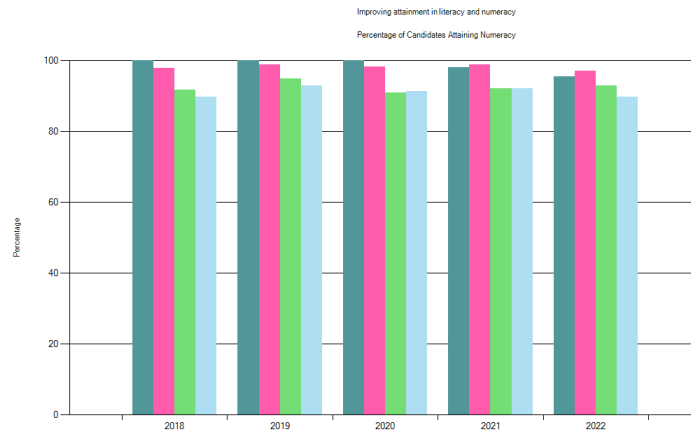
(S5 Attainment for all)



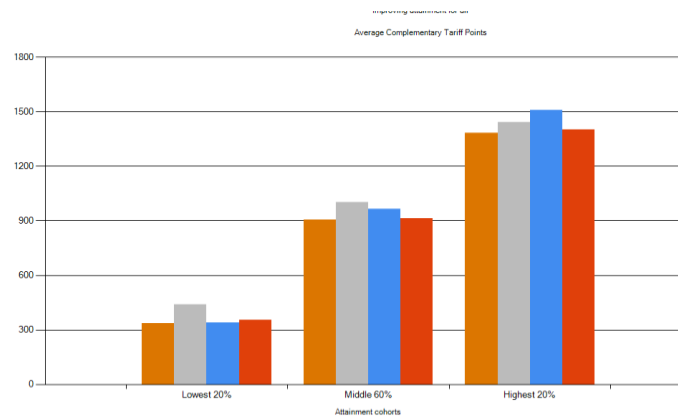
S5 Summary

Our S5 performance last session was an improvement on previous years. Our overall attainment was closer to, or above our Virtual comparator. This, combined with our strong performance in Literacy & Numeracy (best on record) vs VC highlights a stronger S5 performance in session 21/22 in comparison to previous years attainment.

(S6 Literacy & Numeracy)



(S6 Attainment for all)



S6 Summary

S6 attainment last year was below virtual comparator for all young people. This follows a similar trend to previous years and will impact on the leavers data to be published in February.

Attendance

Attendance for session 2021/22 was 92.5%”
Detailed year group breakdown is shown below:

S1	S2	S3	S4	S5	S6	Total
93.71%	91.67%	91.38%	92.30%	92.94%	93.58%	92.50%



Performance summary for session 2021/22 and Key next steps.

There are many positives to take from analysing the performance of young people at QHS in session 2021/22, as highlighted above.

The data shared in this document gives an insight to the trends and overall performance of the school in the past session. For the year ahead we aim to further improve the outcomes of our young people and have identified key areas in which we need to improve in our Improvement Plan.

The QHS Improvement Plan for 2022/23 can be accessed via our website.

Improvement priorities for 2021/22 are noted below alongside a concise evaluation of progress in each key area.

Section 2 – evaluation of improvement priorities 2021/22

3.1 Ensuring Wellbeing, Equity and Inclusion

- Wellbeing
- Fulfilment of statutory duties
- Inclusion and equality

Improvement Plan Priority	Progress & Impact
PEF Plan 2021- 22 (see separate)	<ul style="list-style-type: none"> • Progress of PEF identified pupils and impact strategy
<p>Accurate and update data and information sharing (Flagging SEEMIS / QHS Pastoral Hub and the Pathways Document)</p> <p>Integrated Support Structure: ESB/ WH Inclusion review</p> <p>Attendance Strategy - reviewed existing policy in line with CEC</p> <p>New Tracking and Monitoring process to monitor interest groups for attendance below 90%/ LAC/ Care Experience/ Flexible TT at PSG</p> <p>Staff can now accurately record and track period by period attendance and be aware of those who fall below 90% or are an interest group</p>	<p>Flagging system now in place and work has begun on an internal Pastoral Hub. Completion will now move forward to session 2022/22. All staff are aware of the pathways document to support Inclusion and have direct access this support</p> <p>Local Authority Inclusion Practice Review completed Nov 22- outcomes: Vision and Values of Integrated very clear, establish leadership of change. Clear structures and pathways are in place across the full support Team. Structures and Environment – PSG example of good practice. Use of ESB and WBH spaces are established and organised. Good use of break out spaces. Relationships and Inclusion – positive calm cultural with evidence of strong positive relationships, sense of belonging for pupils accessing these supports, regulation strategies used effectively, clear evidence of mutual respect. Learning and teaching – developing through the ESB and WBH. Partnerships – very strong. Celebrating success and integration of pupils accessing the WBH and ESB well established</p> <p>Attendance policy and strategy reviewed and shared with all staff. Attendance has been consistent, particularly given the Covid affected academic year. This is regularly tracked and monitored at PSG and within the Integrated Support Team Meeting</p> <p>New format of PSG launched and received positive feedback. Pastoral hub has not been implemented this session but will form part of this tracking and support wellbeing monitoring next session. This will also be lined with the attainment tracking and monitoring system</p> <p>Process and updates on accurate period by period attendance and updated policy</p>

Care-Experienced CYP	
Care experienced community is known by all. In line with our responsibilities as corporate parents, children and young people receive everything they need to thrive and are loved, safe and respected.	<p>Flagged and updated on all SEEMiS class registers</p> <p>Track and monitor progress and attendance of care experienced YP regularly at PSG with attainment RAG biannually as per CEC directive.</p> <p>All data will be shared on the new pastoral data hub session 22-23.</p> <p>All information and additional opportunities/ funding for LAC and CE pupils passed on and supported by Integrated Support Team</p>
UNCRC	
QHS will ensure we fully take the UNCRC into account in all their actions through the use of the Children's Rights & Wellbeing Impact Assessment.	<p>Pupil Group established</p> <p>Distributed leadership opportunity implemented, and staff group set up</p> <p>UNCRC QHS Charter completed</p> <p>Next steps to achieve Bronze award identified in our action plan for session 22-23</p>
Equalities	
<p>Provide opportunities for staff to build on core training (My Learning Hub - Equality and Diversity modules) by using GTCS professional learning modules on their Equality and Diversity Hub and/or other training</p> <p>Review curriculum rationale to ensure all subjects promote and support Equalities and Diversity. Provide opportunities for staff to develop their knowledge of an inclusive curriculum and decolonised curriculum what this looks like in practice.</p> <p>Review and implement revised school procedure for preventing and responding to bullying and prejudice to ensure improved reporting and recording of incidents. Monitor school SEEMiS Bullying and Equalities module data to evaluate impact of revised school procedure and identify next steps.</p>	<p>Staff completed all Core Training Aug 21- Nov 21</p> <p>Some departments have reviewed course content and resources – an audit will be implemented next session 22-23</p> <p>Resources and links to the Equalities Hub have been shared with teaching staff</p> <p>Draft Equalities and Anti-Bully policy completed</p> <p>Established a strong pupil Equalities group – EDGE, new launch completed, and resources produced for House Sessions – whole school</p>
Health, Wellbeing & Resilience	

<p>Staff HWB: Develop plans to support staff HWB; Identify time and space for staff to debrief regarding their own HWB</p> <p>Pupil HWB – Responsibility of All All staff are aware of the 4 key messages regarding HWB to ensure a consistent approach;</p> <ul style="list-style-type: none"> • Reconnect relationships • Acknowledge experiences • Create a nurturing environment • Support our learners to build resilience <p>Pupil Leadership – roll out of revised structure</p> <p>Relationships for Learning – Phase two roll out including review of current Staged Intervention Policy</p>	<p>Information and updates/ support resources are regularly shared. Staff HWB will move forward as an improvement priority for session 22/23.</p> <p>All staff aware and information shared at Aug inset 21. HWB Census – Scottish Government completed</p> <p>In depth staff, pupil and parental feedback has been collated to a form a strategic plan for pupil and staff wellbeing for session 22-23.</p> <p>Introduced Depute House Captains. Revised the application process for Heads of School/ House. Introduced Pupil Voice conference. Implemented regular House Team meetings for pupils in addition to regular senior pupil leadership meeting.</p> <p>Initial consultation on existing staged intervention policy resulting in extensive redrafting by SIG. This went out for final consultation in April 2022 for formal launch in August 2022. This was supported across the session with opportunities for staff CLPL and In-SET session (e.g. scripted interventions)</p>
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QI 2.3 – Teaching, Learning and Assessment

Learning and Engagement

- Quality of teaching
- Effective use of assessment
- Planning, tracking and monitoring

Improvement Plan Priority	Progress & Impact
<p>Devised though consultation a new Learning & Teaching strategy</p> <p>Undertake assessments to identify next steps in learning for all learners.</p>	<p>Initial work undertaken by SIG. Looking outwards to identify best practice and foundation now established for whole school consultation. Focus for 22/23 (in line with CEC Teacher Charter and Feedback) will be Differentiation. Expectations and support around this will be consulted our August In-SET day.</p> <p>Senior School – 3 assessments windows have taken place with evidence informing practice throughout the years and giving robust and accurate final SQA data. For the</p>

<p>Tracking and monitoring of Senior Phase attainment – whole school approach to interventions</p> <p>Identify and plan personalised support and interventions as required</p> <p>Track impact of interventions for identified cohorts</p> <p>Carry out Digital Schools self-evaluation to identify priority actions for school digital strategy</p> <p>Assess/deliver skills audit and appropriate digital professional learning for staff to ensure all can use relevant digital platforms and tools to in preparation for Empowered Learning project rollout</p> <p>Ensure CLPL discussed and recorded as part of the PRD process</p> <p>Plan/deliver safe and effective outdoor learning opportunities to meet (and enhance) the needs of the reviewed curriculum and mitigations as defined by current SG guidance.</p> <p>Staff to engage in school level moderation activities to support teachers’ professional judgements</p> <p>Empowered Learning (1:1) Digital Strategy</p>	<p>BGE, there will be a focus on curricular review on Pace and Challenge and how AiFL informs/ shapes learners experiences to ensure appropriate progression.</p> <p>This is an on-going development throughout the year with interim system put in place so staff and school leaders could track progress. Interventions focused on Numeracy and Literacy and for session 22/23 will take a more whole school approach with time allocated for early interventions across all curricular areas.</p> <p>Our Support team have worked with individuals and targeted small groups through our SfL, ESB, and WBH to ensure all young people have the required support. This will be further enhanced for next session as part of our new tracking and data hub systems with more time allocated for targeted interventions.</p> <p>This has been carried out with all Curricular areas and now forms the actions plan for empowered learning implementation for session 22/23</p> <p>CLPL has been ongoing throughout the year. Staff have been directed to participate in the online Edinburgh Learns workshops. This will be scaled up and school led CLPL will be available for roll out early in the new academic session to support the roll out of 1:1 devices.</p> <p>Interim process has been put in place for this session with full review to align with CEC priorities/ new PRD strategy for session 22/23.</p> <p>New Outdoor Learning Post has been appointed this session. Postholder is working with SLT to look at wider outdoor learning opportunities for session 22/23.</p> <p>This has predominately been within school and will be carried forward to session 22/23 as part of our wider strategy of “looking outwards” for continued improvement. This will also feature within our new Quality Assurance strategy.</p> <p>Strategy in place in line with CEC guidance with staff iPads now distributed. Full roll out has been delayed till September 2022.</p>
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QI 1.3 Leadership of Change

- Developing a shared vision, values & aims relevant to the school and its community
- Strategic planning for continuous improvement
- Implementing improvement and change

Improvement Plan Priority	Progress & Impact
<p>We have involved our stakeholders in evaluating our vision, values & aims, to ensure a firm commitment to equity, equalities and inclusion, for all learners.</p>	<p>As a school community we are currently reviewing our full Vision and Values with all our local community. Staff/Parents/ Partners and young people have all been engaged in developing the Vision and Values that will underpin our improvement agenda for the next 5 years.</p>
<p>Communication – Look to improve communication with Parents/ Carers</p>	<p>Introduction of Online Parents Evenings, School App, HT Updates, Class Charts and Social Media platforms to celebrate success, share information and provide more regular feedback on progress. Further consultation is currently underway to agree a more robust plan for Tracking pupil progress, and informing parents/carers for session 22/23</p>
<p>Young people and our parents/Carers continue to collaborate on current priorities</p>	<p>All stakeholders have had the opportunity to feedback on our improvement agenda for 22/23. Regular drop-in session and working groups have also been established throughout the year seeking parent/carers/ pupils' views. New community Business breakfast will take place in June 2022.</p>
<p>Curriculum Design and consultation</p>	<p>Involved all stakeholders in developing a new curriculum that would give greater choice and more personalised pathways from S1-S6. Our new curriculum model offers more opportunities and choices at all stages to best support our young people. This will have further positive outcomes in session 22/23</p>
<p>Develop appropriate pathways and support for all young people</p>	<p>Staff have demonstrated an increased commitment to nurture and inclusion in daily practice. This is evident in the enhanced quality of relationships between staff and pupils and the increased levels of empathy and understanding staff demonstrate towards pupils.</p>
<p>Development of our Wellbeing Hub and ESB fully into our Support Structure. Realigned our Support Structure</p>	<p>Inclusion Policy implemented and shared with full structure review and growth in this area. Plan to move to a House Support Structure at the change of timetable 22.</p>

QI 3.2 Raising Attainment and Achievement

- Attainment in literacy and numeracy
- Attainment over time
- Overall quality of learners' achievement

What We Have Done

Literacy and Numeracy Target groups for final term with additional resource added.

Attainment strategy – Development of an Attainment strategy (1,3,5 year plan) highlighting short, medium and long term stretch aims.

Development of Tracking Systems within the school

Align planning for Closing the Gap with SfL targeted support to address the attainment gap for pupils most at risk of lost learning during lockdown – this should be with a focus on Numeracy and Literacy

Progress & Impact

New Principal Teacher Raising Attainment teacher was appointed in February 2022. Early feedback suggests targeted interventions have had a positive impact on both Numeracy and Literacy levels for this session. This will have earlier intervention next session as part of the new raising attainment strategy.

New DHT appointed in April 2022. Remit includes new raising attainment strategy and tracking database from session 2022/23.

Interim tracking systems in place for this session. In house system currently being developed for 2022/23 as part of raising attainment strategy.

System and interventions have been put in place. Target groups have been working with particular focus on Literacy and Numeracy throughout the year

Pupil Equity Funding Evaluation

A summary of some key outcomes from our Pupil Equity Fund work last session can be found below: (Summary Table/ Snapshot of what we have done).

What is the issue	What is the intervention	How will it be delivered?	Impact/Outcome
Equity and poverty related barriers for PEF Identified cohort 2020/21 from SIMD/ FSM/ GIRFEC pathway 1-4 interventions and ASN/ SEBN data	PSO - Welfare and Family Engagement	<p>Recruitment of PEF Pupil Support Officer Welfare</p> <ul style="list-style-type: none"> *LIAM training - 1:1 and Group Work to address social and emotional impact *Welfare support at QHS - supporting pupils who find it difficult to stay in class (wondering - i.e sore head/ tummy/ feeling sick who need support with their emotional needs) addressing the right support at the right time and level of need (GIRFEC) *It will NOT be a service where pupils can leave class and gather with the PSO and be out of class - avoidance <p>Family Engagement</p> <p>Support in the community for social and economic support</p> <ul style="list-style-type: none"> *Supporting families to access to FSM application and other financial support services (food banks/ local community projects) *Family Learning Events - How to support home learning and DBL (if required) * Linked with Team around the Cluster 	<p>PSO appointed Dec 21</p> <p><u>Completed the following training:</u></p> <p>Seasons for Growth Nurture training Solution Focussed Approaches</p> <p>Worked with 35 pupils - (16 improved attendance, 6 increased slightly, 13 no improvement in attendance)</p> <p>This post was start mid year</p> <p>Learning and Wellbeing</p> <p>Regular contact with home for targeted pupils. Home visits to two families. Soft start for six pupils Timetabled in SFL for targeted pupils to provide support, confidence building, catch up with work</p> <ul style="list-style-type: none"> •Additional Support to PEF families i.e support applications for FSM/ Travel/ Food – welfare Supported breakfast and snack provision in SFL for PEF families. Supplied uniform for pupils. Linked a family with support agencies to help with benefits and supported application for foodbank.
S1-2 Nurture - Sfl	S1-S2 Nurture Group resources	Identified pupils 2 or 3 x weekly nurture sessions in the River Room plus SUMDOG subscription	<p>Two nurture classes, three periods a week each. One class since August of last year. Other class was established after Christmas holidays.</p> <p>Group one – started at beginning of academic year they had been identified as vulnerable by primary. Majority of pupils have background of trauma and have unstable home lives.</p> <p>Group two – identified through conversations with guidance team. Pupils who were struggling to regulate themselves in and out of class. Pupils have difficult home backgrounds and some have significant childhood trauma.</p> <p>Group one – eight pupils in S1 Group two – 6 pupils in S1 one in S2</p> <p>Evaluation – pupils have been asked how they feel about nurture. All pupils requested to have nurture continue to run on their timetables. Pupils describe nurture as making school feel like a safer place.</p>
Additional resources/ funding required	Inclusion support for PEF identified	Identified pupils for pathway 3 supports - Introduction of Wellbeing Hub	Gold & Gray supported out WBH/ ESB and Sfl pupils - Over 23 PEF identified pupils to re engage in school and learning/ 1 ESB pupil has accessed additional support through persona training on his Flex TT which has led to positive outcome of engagement, attendance and senior phase opportunities positive Destination - pathway, secured apprenticeship



Section 1 - Improving Outcomes 2021/22

The appendices that follow capture a wider range of achievements and evaluation of individual improvements from faculties across the school. These summaries help to capture the breadth and depth of pupil engagement and also targeted working that is ongoing to continuously improve experiences and outcomes for all of our young people.



Key Wider Achievement Successes 2021/22 – Maths and Numeracy

- Celebrating success initiatives – A pupil of the month display is featured in the corridor. Individual classrooms have ‘Walls of fame’ / ‘Superstars lists’. Staff have sent positive text messages home to parents.
- Support for pupils – We offered two after school and two lunch time sessions throughout the year. The uptake was generally very good, particularly during assessment windows. Feedback from pupils was positive.
- S1/S2 Maths club – This was a new offering where pupils could receive help with their homework, classwork, support for assessment revision or play mathematical games.
- Maths Week / House / Numeracy Day competitions – We ran special lessons, two house competitions and Numeracy day activities. Pupils engaged well with all these events.

Quality Indicator	Key Strengths	Areas for Improvement
<p>1.3 <i>Leadership of change</i></p>	<ul style="list-style-type: none"> • We have embedded and modelled the school values and 3 R’s in our everyday practice. These are displayed in classrooms, consistently referred to and used in restorative conversations. • We apply the whole school policies of ‘meeting and greeting’, challenging negative behaviours and undertake corridor and lunch time supervision duties. • We continuously reflect and modify all our courses, responding to the needs of the school and particular cohorts e.g. re-introduction of unit awards at N5. 	<ul style="list-style-type: none"> • Embed and model the updated school values and Positive Behaviour Policy into our practice. • Monitor the roll out of new BGE courses and respond to arising issues. • Increase opportunities for distributive leadership for both staff and pupils moving forward.
<p>2.3 <i>Learning, teaching and assessment</i></p>	<ul style="list-style-type: none"> • We consistently use the 4 phase lesson model with engaging starter and learning activities. This is evident in informal lesson observations and learner feedback. • We have improved our assessments in the senior phase – assessments are all cumulative rather than topic based and consisting of past exam papers and purchased prelim paper questions. This is evident in our more reliable tracking and better correlation of working grades and estimates throughout the year. • We have worked collegiately with another mathematics department to improve our strategies for differentiation in a mixed ability BGE setting. 	<ul style="list-style-type: none"> • Embed new whole school tracking and monitoring calendar into our departmental one. • Improve assessment in the BGE, with a particular focus on assessing mixed ability groups and moderation. • Continue to collaborate, share good practice and undertake CPD.

<p>3.1 Ensuring wellbeing, equality and inclusion</p>	<ul style="list-style-type: none"> • We know our pupils and use the information provided through Seemis flags and PSL emails when planning learning activities. This is evident in seating plans, allowing time outs, movement breaks, providing write on or large text copies of work. • We work closely with the Wellbeing Hub and Support for Learning department to provide appropriate learning for young people who those departments are supporting. • We support young people who have been working from home due to COVID or other reasons by uploading class work and lesson notes to their class Team pages. We also communicate with pupils through their school email. • We support young people with managing stress and workload by giving early notice of assessments, sending out text alerts and posting revision packages on the class Team pages. 	<ul style="list-style-type: none"> • Continue to build relationships with our pupils by adapting based on their learning needs. • Continue to support our pupils by working in partnership with our PSL, WBH, ESB and SFL colleagues.
<p>3.2 Raising attainment and achievement</p>	<ul style="list-style-type: none"> • We have tracked Numeracy levels in S4/5/6 and put in place targeted support in the form of extraction groups. This is evident in our predicted Numeracy levels for this session. • We have introduced Numeracy units into the 3rd year course, resulting in 123 out of 186 having already achieved a numeracy qualification, and plans are in place to target more before the summer. This will allow us to provide more support for securing additional course unit passes. • We have employed the following raising attainment strategies in the senior phase: <ul style="list-style-type: none"> ○ Uploading all lesson materials to class Team page. ○ Advanced notice and preparation for assessments. ○ Post Assessment verbal feedback, displaying of marking schemes and revision area highlighted on front cover of test. ○ Post assessment parental contact to highlight concerns early and inform of support available. ○ Supported Study offered. ○ Daily homework past paper questions with same day feedback. 	<ul style="list-style-type: none"> • Continue with interventions to secure Numeracy awards. • Secure more unit passes at N5. • Improve the percentage of cohort achieving N5 mathematics or N5 Applications of Mathematics and improve the quality of passes.

ATTAINMENT

- In our faculty we have sustained strong levels of attainment over time. In order to maintain this, we have incorporated the following into our work:
- Wider attainment of Literacy N5 and Level 6
- Continued high presentation figures at N5 and Higher
- Effective and comprehensive moderation activities for SQA courses / sharing of standards
- Consistent provision of supported study (including Easter revision classes)
- Virtual visit of Alan Spence (author of the Nat 5 Scottish Text Sailmaker (studied by all N5 English classes)) for Nat 5 Students
- Writing competition with prizes

EMPLOYABILITY

- MYWOW Advertising Unit – we have worked with businesses and outside agencies to develop young people’s employability skills and understanding of potential career pathways related to English and Media studies.
- Formalised Newsreader activities in order to reflect employability / real world

MANAGING OUR SPACE / CELEBRATING SUCCESS

- We have improved our visual ownership of the plaza space with a greater and more positive presence (student work in displays, seasonal digital PPTs produced for Clevertouch, S3 poster competition)

DIGITAL LEARNING

- We are continuing to embrace technological change in order to harness its improvement potential. Here are some of the ways in which we are doing this:
- MYWOW Advertising Unit – working with businesses and outside agencies
- Development of digital learning in the BGE (eg podcast unit)
- Provision of SQA qualification resources on all Teams
- Improved use of plaza Clevertouch
- Staff reading favourite texts for BWS

CURRICULUM

- We have engaged in an evaluation and reconstruction of our curriculum in order to make the most of whole school curriculum strategy.
- We have engaged in effective and comprehensive Senior school moderation activities

DEVELOPING A READING CULTURE

- Bookmark competition
- World Book Day: more takers for the Book Quiz
- Burns competition
- Staff reading favourite stories for BWS

DEVELOPING A WRITING CULTURE

- Burns writing competition
- Writing prizes
- Wellbeing, attainment, talking skills (focused Covid recovery – resume and enhance clubs and extra-curricular activities)
- Successful resumption of debating club

Quality Indicator	Key Strengths	Areas for Improvement
<p>1.3 <i>Leadership of change</i></p>	<ul style="list-style-type: none"> • Strategic planning for continuous improvement. • We continually reflect on and develop our practice taking account of our self-evaluation and vision for continuous improvement. Staff, learners and partners engage regularly in critical and creative thinking. • All teaching staff regularly reflect on, and show commitment to, the shared values as embedded in the GTC standards. • All staff are committed to change which results in improvements for learners. 	<ul style="list-style-type: none"> • Implementing improvement and change. • How well do we create collaborative conditions for staff to learn with and from others through critical enquiry? Are we maximising all opportunities available to support peer collaborative learning? • How well do we use our vision, aims and values when making decisions about future improvement priorities? • How effectively are we supporting learners to initiate questions about their own learning and progress?
<p>2.3 <i>Learning, teaching and assessment</i></p>	<ul style="list-style-type: none"> • The learning environment is built on positive, nurturing and appropriately challenging relationships which lead to high-quality learning outcomes. • A quality body of evidence is used to support assessment judgements and decisions about next steps. • Planning is proportionate and manageable and clearly identifies what is to be learned and assessed. • Assessment approaches are matched to the learning needs of learners and are used to support them to demonstrate where they are in their learning. • We communicate the purpose of learning and give effective explanations for all learners. 	<ul style="list-style-type: none"> • Effective use of assessment. • How confident are we that all learners experience activities which are varied, differentiated, active, and provide effective support and challenge? • How well do our questioning strategies enhance the learners' experience and enable higher-order thinking skills? • How well do we make use of a range of valid, reliable and relevant assessment tools and approaches to support the improvement of children and young people's learning?
<p>3.1 <i>Ensuring wellbeing, equality and inclusion</i></p>	<ul style="list-style-type: none"> • All staff and partners model behaviour which promotes and supports the wellbeing of all. • We promote equality and inclusion through the exploration of literary texts and the production of written texts. 	<ul style="list-style-type: none"> • How well do children and young people show consideration for others and demonstrate positive behaviour and relationships? • We need to continue to ensure that all children feel safe, healthy, achieving,

	<ul style="list-style-type: none"> • All staff are actively involved in evaluation of texts in order to decolonise the curriculum in a measured and proportionate way. • All staff and partners are sensitive and responsive to the wellbeing of each individual child and colleague. 	<p>nurtured, active, respected, <u>responsible</u> and included.</p> <ul style="list-style-type: none"> • Improve links / communication with SfL.
<p><i>3.2 Raising attainment and achievement</i></p>	<ul style="list-style-type: none"> • Attainment levels in literacy are a central feature of the department's priorities for improvement and are raising attainment. • Assessment evidence is used well to inform teacher judgements. • Almost all children are attaining at appropriate levels, including those taught by outreach services. • We use evidence from tracking meetings, professional dialogue and assessments to measure progress over time and in particular at points of transition. • Improvements in presentation numbers for Nat 5 Literacy 	<ul style="list-style-type: none"> • Children and young people are engaged in their learning and participate in decision-making about their learning pathways and future career aspirations. • The school empowers children and young people to have a say in the quality of their learning experiences and how to improve.

Key Wider Achievement Successes 2021/22 - Science

- Moderation procedures in the senior phase
- Covid response- independent learning resources. Development of digital teams' resources to support home learning eg: audio lessons, homework, tests, resource banks.
- Curricular pathways development- practical electronics, environmental science
- Sustained high uptake in sciences subjects
- Targeted interventions in senior phase
- ASN strategies developed -practical instructions, ASN notes for lessons
- STEM club- MARS Balloon competition
- STEM LEADERS in s6 – ran house session and stem club. In addition, 4 S6 pupils gained a level 6 Young STEM leader award
- ESB pupils participated in bespoke science lessons
- Duke of Edinburgh ran by MB and aided by JR ran first expeditions in 2 years- 60 S3 Pupils undertaking Bronze award and 30 S4/5 pupils undertaking Silver award.
- Pupil attainment in senior phase- supported by unit assessment – successful stretch entry for N4 pupils - course award and level 5 units
- Level 4 Science and Health NPA - all pupils who were entered for course and attended school successfully gained their level 4 award.
- Staff developed resilience and confidence in the delivery of digital lessons. Particular upskilling of staff on SWAY, MS forms, class notebook and creation of audio and video lessons.
- Supported chemistry student and Bio/Chem Probationer

Quality Indicator	Key Strengths	Areas for Improvement
<p>1.3 Leadership of change</p>	<ul style="list-style-type: none"> • <u>Staff are committed to change which results in improvement for learners-</u> Improved Curricular pathways- staff involved in development of new courses in Science eg; Level NPA Science and Health ran this year. All pupils who were entered for course and attended school successfully gained their level 4 award. Practical electronics and environmental science both on course choice and there is good uptake allowing both courses to run. • <u>Collaborative working promoted</u> Within science -staff work very well In smaller teams within faculty e.g.: skills academy, STEM club, Young STEM LEADERS group, Practical electronics and environmental science teams. • <u>Staff have high expectations of all learners and support learners to understand the vision and values of the school-</u> Positive and supportive environment within science – staff meet and greet pupils. Staff engaged positively with Classcharts and the positive behaviour strategy of the school. Staff use scripted conversations when challenging expectations. • <u>Staff know their pupils well in order to meet their needs.</u> Interest group data eg: LAC/LAAC/PEF etc is included in tracking 	<ul style="list-style-type: none"> • Development of practical electronics and environmental science courses as well as STEM academy • Development of STEM profile in science e.g.: Young STEM leaders programme, STEM club and events e.g.: Science fair at end of year , and possible role of S6 stem leaders as mentors to targeted S4 pupils studying sciences. • Embed positive behaviour strategy

	<p>spreadsheets to ensure that barriers to learning were removed and timely interventions planned. This ensured the highest possible attainment of pupils at risk of leaving S4 -S6 with few NQ's.</p>	
<p>2.3 Learning, teaching and assessment</p>	<p><u>Staff provide high quality resources for pupils and support learners to study independently when required.</u></p> <ul style="list-style-type: none"> • Digital resources-TEAMS Full suite of Class pages for all year groups and levels plus departmental pages with resources for pupils including; audio lessons, video lessons, revision resources. • Practical lessons are varied and include support and challenge <p><u>Staff used an excellent body of assessment evidence to support their assessment judgements and to make decisions and inform discussions over a pupils next steps.</u></p> <ul style="list-style-type: none"> • Assessments- complete rewrite of all senior assessments to meet this academic year's assessment criteria • Wide range of assessments used in both senior phase (SCQF level 4-7-unit assessments as well as AB tests) and BGE (unit assessments which assess Knowledge and skills). Assessments track both knowledge and skills development across the Experiences and Outcomes. This helped to challenge pupils and identify pupils on track for course award, units only and N4 course award and level 5 units. <p><u>Learners receive high quality feedback and know what they need to do to succeed-</u></p> <ul style="list-style-type: none"> • Senior phase- Robust quality assurance procedures used- revised internal verification policy and development of pupil attainment folders which contained candidate evidence and a record sheet for assessment scores and next steps. This helped inform learner conversations and supported the delivery of high-quality feedback. • BGE- Tracking achievement of a level-pupils has learning record/ journey sheets to record attainment and next steps in learning 	<ul style="list-style-type: none"> • Empowered learning - Incorporation of digital technologies to engage, challenge and support all learners • Develop digital method for BGE pupils to record their progress and improve learner feedback. • Set up a BGE Science study support group (at lunchtime to ensure equity of opportunity) • S3 skills development across science • Carry out pupil evaluations of our S1 and S2 courses as we seek to ensure that our courses are reflective of advances in science and to ensure that they are fully inclusive.
<p>3.1 Ensuring wellbeing,</p>	<p><u>Staff are developing fully inclusive learning environments</u></p> <ul style="list-style-type: none"> • ASN strategies- Differentiation of practical instructions and ASN notes. 	<ul style="list-style-type: none"> • Develop Visible Timetables for lessons in conjunction with SFL • Carry out an SIMD attainment survey across each science subject

<p>equality and inclusion</p>	<ul style="list-style-type: none"> • Creation of practical flip cards for use during practical work and ASN notes for use in classroom for all 12 topics across S1 and S2. <p><u>Staff are sensitive and responsive to the wellbeing of all pupils</u></p> <ul style="list-style-type: none"> • Staff use well being indicators when making referrals and in completion of well-being concern forms <p><u>Staff are committed to Improving attainment for groups facing barriers to learning-</u></p> <ul style="list-style-type: none"> • Staff have Identified interest groups in their classes (e.g. Care Experienced, SIMD, PEF) on Tracking and monitoring system in order to track attainment, plan targeted support and remove barriers to learning and ensure highest possible attainment e.g. Pupils have gained an N4 course award and L5 units across the sciences and many pupils have gained units at SCQF level 5-7. Often as back up in case of SQA attainment below a grade D. This involved the regular review of attainment of at risk pupils supported by working with parents and supports within school. This ensured the highest possible attainment for these pupils 	<p>based on SQA attainment within the current science senior phase cohorts (2021/22) to identify any patterns and plan interventions with 2022/23 science senior phase cohort.</p>
<p>3.2 Raising attainment and achievement</p>	<p><u>Effective tracking systems are in place</u></p> <ul style="list-style-type: none"> • Robust tracking of attainment in senior phase and BGE. Assessment evidence is used to inform reliable teacher judgements such as achievement of a level and progress in senior phase eg; Tracking spreadsheets in BGE and SP, attainment record sheets in senior phase and BGE learner journey record sheets. BGE tracking tracks progress across S1 and S2 (in terms of Knowledge and understanding and problem solving) <p><u>Attainment of pupils at appropriate levels</u></p> <ul style="list-style-type: none"> • Many pupils exceeded these levels e.g. Pupils dual entry (N4 course ward and L5 units). • SCQF level entries at Level 4-7 will have rigorous tracking and monitoring to ensure alternative pathways should the final course award/assessment not be the appropriate pathway. <p><u>Ensuring equity for all learners</u></p> <ul style="list-style-type: none"> • Access to Teams online resources, targeted support for pupils at risk of failing to achieve their highest possible attainment. • Recognising positive achievement – Positive presentation policy in dept. Accreditation for units passed. 	<ul style="list-style-type: none"> • BGE tracking- class notebook as vehicle for pupils to track their progress • Use literacy and numeracy scores- (SNSA scores) within existing BGE tracker To track underachievement • Celebrating attainment and achievement- Scientist of the month BGE and senior phase • Focus on improving attainment in interest groups- <ol style="list-style-type: none"> 1.Set up a BGE Science study support group (at lunchtime to ensure equity of opportunity) 2.Coordinated and targeted support groups in the senior phase for science-focus on problem solving skills and application of knowledge.

Key Wider Achievement Successes 2021/22 – Social Subjects

- Getting through the pandemic- Staff showed resilience and adaptability.
- Debating Chamber board- used to share messages and information related to the faculty. It is also updated weekly with articles about Social Subjects in the news
- Contributed to two House sessions (Plastic/ Recycling, Remembrance) with some excellent material
- Created links with ESB what are taught in Social Subjects on a weekly basis.
- EDGE Group have increased awareness, targeted key days and events while contributing to 3 house sessions. Next session we are aiming to achieve our Gold LGBT Charter.
- Introduced the ECO CLUB with the intent of achieving a Green Flag for the school
- Rights Respecting Schools is starting to gain momentum.
- The faculty helped a pupil to be nominated to the SYP.
- Supported several student teachers to progress through their PGDE. The Students helped to give us new ideas that will benefit the young people.
- European Studies – Interdisciplinary course with Modern Languages – The course was re-vamped and enhanced this year with many quality presentations and project work being completed.
- Scottish Studies and National RMPS were two new courses introduced to support pupils as an access course to further Social Subjects. Almost all of the cohort achieved an award.

Quality Indicator	Key Strengths	Areas for Improvement
<p>1.3 <i>Leadership of change</i></p>	<ul style="list-style-type: none"> • All staff are committed to having consistent high expectations of our young people. • All staff are committed to change the curriculum to have a positive improvement for learners. All staff have contributed to volunteer new courses for the new curriculum. • The faculty regularly reflects on areas of development and with a shared understanding we have been committed to changing the curriculum in the faculty to benefit the young people. 	<ul style="list-style-type: none"> • Embed the new Positive Behaviour strategy to continue to raise standards and expectations of the young people. • Create new courses that are running this year. Re-evaluate what we teach and improve courses to support the changes in our curriculum. Lessons are adapted to ensure high quality learning and teaching. New topics will be introduced where we have more time to increase engagement and development of skills.
<p>2.3 <i>Learning, teaching and assessment</i></p>	<ul style="list-style-type: none"> • Almost all our courses are of a high standard. Learners experience activities which are varied, differentiated, active, and provide effective support and challenge. This has a positive impact with almost all young people able to be successful. • Peer and Pupil feedback is helping us to constantly refine our courses to improve them. • BGE Courses are now fully underpinned by Experiences and Outcomes with initial steps taken on improving assessment 	<ul style="list-style-type: none"> • Continue to refine BGE courses in line with the new Curriculum. Increase the level of differentiation and ensure refined courses are of a high standard • Build on lessons learned from initial attempt at BGE Assessments. Aim to have 3 assessments in S1 and S2 that are accessible for all, consistent and give staff the ability to effectively

	<p>so staff can gain confidence in tracking a pupil's level across the BGE providing the appropriate pathway in the senior phase.</p>	<p>track a level and provide feedback for improvement.</p>
<p>3.1 Ensuring wellbeing, equality and inclusion</p>	<ul style="list-style-type: none"> • All staff promote a climate based on mutual respect where young people feel safe and secure, so they can thrive. • All staff are sensitive and responsive to the wellbeing of each individual child. Staff can highlight GIRFEC issues in referrals and wellbeing concern forms. • All Social Subjects and RMPS curriculum provide opportunities for pupils to explore and learn about diverse cultures and beliefs. At every opportunity we look to de-colonise our curriculum to show diversity. This allows pupils to explore and promote diversity and challenge intolerance. • Equality and inclusion are taught to all S1 pupils to build of foundation of equality and inclusion. 	<ul style="list-style-type: none"> • Staff will engage with positive behaviour policy and continue to learn how to use Class Charts effectively to increase participation and help create and maintain positive relationships • All staff will review courses and continue to de-colonise our curriculum. Look for opportunities to dispel stereotypes and shine a light on the positives where people usually discriminate.
<p>3.2 Raising attainment and achievement</p>	<ul style="list-style-type: none"> • All staff used evidence from tracking meetings, professional dialogue and assessments to track progress in the senior phase. • The Majority of children and young people are attaining appropriate levels, and a few have exceeded these. • All staff have adapted well to assessing units to help pupils attain at a higher level. • Staff have gone above and beyond to close the attainment gap through targeted intervention. Many pupils have achieved a higher attainment than we had hoped in early tracking reports. 	<ul style="list-style-type: none"> • We will evolve the way we use Units to raise attainment. • We will review our early interventions and learn to evolve some of the successes of this year. • Introduce more skills in to BGE course to help prepare young people for the senior phase. • Introduce new courses to support the lower attaining young people in the senior phase.

Key Wider Achievement Successes 2021/22 - Languages

- Senior Language Ambassadors – we re-introduced this with great success. S6 pupils supported and created activities for our BGE classes and ran cultural themed several workshops including a Papel Picado demonstration.
- European Studies – Interdisciplinary course with Social Subjects – The course was re-vamped and enhanced this year with many quality presentations and project work being completed.
- S3 link with a Spanish school – we established a link with a school in Spain and our beginner S3 pupils exchanged letters and cultural items with the school.
- European Day of Languages – a range of activities across all year groups were enjoyed and a whole school house task was completed.
- S2 Holiday Story Book – we received lovely Parental feedback for the personal holiday books that S2 wrote. This was the 1st time we had asked for Parental feedback on this task and it was fantastic to see so many parents respond so positively.
- ‘Casa’ S6 Spanish pupils attended a Spanish version of their House class every week to support their AH language development.
- S3 French – we developed a new unit on the film ‘Un Sac de Billes’ set during World War 2. Pupils responded well to some of the mature themes and created in French many excellent film synopsis.
- Twitter – We increased our followers and profile and used continued to use the platform to share our successes with the QHS community.
- The ML Plaza – we have continued throughout the year to make the ML plaza an inspiring place to work in with a range of displays and themed days including, Remembrance Day, St Valentin, Poisson d’avril and our ‘Pirate’ themed Halloween day. The introduction of new furniture and graphics has further enhanced this space and pupils love to work in it.
- S1 Crêpe competition – we had some amazing entries this year.
- We created 2 language themed House tasks and received positive feedback from across the school.
- We established a short life ‘Mandarin Club’ which ran over lunchtime where pupils enjoyed learning some language, traditional Chinese games and activities such as Kanji writing.
- We received positive feedback from parents about the content of our S1-6 reports.
- We have begun the development of our Skills Academy course – Plane to Spain and are excited about delivering this to the S2 cohort.
- We ran several digital ‘Blooket’ challenges across 5 classes at once and were impressed with pupil engagement. We have all attended many online seminars and courses to upskill for the digital rollout at QHS. We are looking forward to embedding a digital based learning approach when the iPads are fully introduced.
- Both of the external AH examiners were impressed with our S6 French and Spanish pupils.

Quality Indicator	Key Strengths	Areas for Improvement
<p>1.3 <i>Leadership of change</i></p>	<ul style="list-style-type: none"> • Excellent collaboration of staff to implement change by developing resources and upskilling themselves through a variety of externally and internally supported courses. • Staff are committed to change and are supportive of the implementation of new initiatives. 	<ul style="list-style-type: none"> • We will aim to reintroduce peer observations in the department and give staff the opportunity to lead CPD as well as skill based and development tasks. • We will create new courses and re-evaluate and improve courses to support the current changes in our curriculum. • We will review our BGE / Senior school tracking procedures in line with whole school changes.

	<ul style="list-style-type: none"> • Staff use the PRD process to evaluate, enhance and develop their professional skills and abilities. 	
<p>2.3 Learning, teaching and assessment</p>	<ul style="list-style-type: none"> • There is a positive and respectful ethos in the department and classes. • Staff ensure that learners achievements are supported and promoted. • A range of high-quality resources are developed by staff to promote inclusion and success for all. • Staff are familiar with standards and outcomes for ML across S1-S6. 	<ul style="list-style-type: none"> • We will review our BGE assessments in line with the redevelopment of courses and evaluate our differentiated assessments in line with benchmarks. • We will review feedback procedures for pupils and parents and build on our successes with our S2 pilot. • We will work with our SLT to evaluate data more effectively.
<p>3.1 Ensuring wellbeing, equality and inclusion</p>	<ul style="list-style-type: none"> • We provide an environment where pupils feel safe and included. • Staff are familiar with the well-being indicators and procedures in place and regularly liaise with other departments. • Our curriculum provides many opportunities for pupils to explore and learn about diverse cultures and beliefs. • We promote a climate of mutual respect based on the school values. 	<ul style="list-style-type: none"> • We will familiarise ourselves with the use of 'Class charts' to promote successes and raise concerns. • We will familiarise ourselves with the whole school positive behaviour policy and use this to promote a positive ethos in the department. • We will have DM agenda slots to discuss inclusivity/progress/concerns of pupils facing barriers to their learning and achievement. • We will introduce some lunchtime language clubs for pupils in the BGE.
<p>3.2 Raising attainment and achievement</p>	<ul style="list-style-type: none"> • We use department meetings, engagement in CPD and development time to ensure that standards are fully understood across the department. • We make confident judgements about pupil progress and discuss regularly pupil progress and achievement. • We have consistently maintained good examination results over a period of several years. 	<ul style="list-style-type: none"> • We will review our assessment moderation and early intervention procedures. • We will work with our primary cluster partners to review our 1 + 2 priorities and courses. • We will aim to improve development of our DSYW priorities and embed skills for work within courses. • We will look to improve procedures that ensure pupils across all SIMD and special interest groups are tracked effectively and supported.

Key Wider Achievement Successes 2021/22 - Technologies

- Successfully applied for a grant for the Computing Science equipment. This will allow the Faculty to develop courses in Robotics and more advanced practical programming activities.
- Lunchtime coding club now embedded, providing a safe and exciting learning space for our young people.
- The Art department was participated in a multi-year group pupil initiative in conjunction with the Community Hub, based around redesign of sporting facilities.
- The Art department has successfully guided two pupils to highly coveted places at Art School. Duncan of Jordanstone and Grays School of Art will welcome our successful candidates this year.
- BGE Art club now running with regular pupils who appreciate this opportunity for creativity and mindfulness.
- In the nationwide BEBRAS competition the Computing department guided 15 pupils into the top 10% of the country. This allowed them to compete in the Oxford University Computing Challenge. A fantastic experience for all.
- All S1 students across 11 classes participated in a Business/Art project with local ice cream shop, The Little Parlour, whereby all students had to create a new ice cream sundae and promotional materials. This has been a great way to build links with the Queensferry community in a real-life context. The competition was judged by S3 Pupils, Scott Goddard (owner) and Mr Downie.
- The faculty successfully applied to be a school of DEC. (Design, Engineer, Construct). This will open many more diverse pathways into potential careers in the built environment. The first step on our road to become a centre of excellence.
- Our relatively new Practical Woodworking course is beginning to have a real-life impact with at least one pupil off to study Carpentry and Joinery after a successful year in our workshops. Hopefully this course will open many doors for pupils moving forward.

Quality Indicator	Key Strengths	Areas for Improvement
1.3 Leadership of change	<ul style="list-style-type: none"> • Staff committed to change through introduction of new courses at BGE/Senior Phase. • Creativity and innovation is encouraged and displayed by staff and by pupils. • Curriculum changes are having real life impact on positive destinations. 	<ul style="list-style-type: none"> • Faculty identity, vision and aims to be defined (consulting with staff, parents and pupils) and feed into whole school vision. • Increased focus on collective strengths and areas for development driven by data and feedback.
2.3 Learning, teaching and assessment	<ul style="list-style-type: none"> • We have a positive, calm learning environment with a friendly ethos. • Digital technology is embraced by all staff to enhance learning. • We have a wide range of learning environments and creative approaches to learning and teaching. 	<ul style="list-style-type: none"> • Consistent Faculty approach to monitoring and tracking to compliment school system. • Continue to develop staff skills in analysis of data to drive improvement. • More Faculty opportunities for collaborative learning, observations – learning walks and sharing the classroom experience. - Pace and challenge focus.

<p>3.1 Ensuring wellbeing, equality and inclusion</p>	<ul style="list-style-type: none"> • Staff provide a safe working environment where young people have a voice. • Young people are challenged on the use of non-inclusive language. • Staff model calm, consistent behaviour to support and nurture. • Curriculum is being designed to be accessible and meet the needs of all learners. 	<ul style="list-style-type: none"> • Increased focus on pupils facing challenge from deprived areas, PEF identified, YC etc • Monitor attainment of pupils with barriers to learning more closely. • Increased involvement for pupils in future decision making.
<p>3.2 Raising attainment and achievement</p>	<ul style="list-style-type: none"> • Staff are experienced when utilising benchmarks to make assessment judgements. • We have regular professional dialogue to measure progress and raise causes for concern. • There is strong evidence of teacher collaboration looking at assessment evidence to inform judgments. • There is growing evidence of positive destinations being achieved due to our offerings. 	<ul style="list-style-type: none"> • Use of reliable post pandemic data to inform areas of progress, development areas. • Increased work with partners and business. • More visible celebration of achievement. • Relevant pathways from BGE to senior phase considering new courses.

Key Wider Achievement Successes 2021/22 – Physical Education & Dance

- Around 40 pupils attending weekly dance club session, run by S6 dance leaders
- First dance show held in 2 years
- 3 online competitions entered for Senior dance pupils- all 1st place finishes with special recognition awards
- First in person dance competitions entered in 2 years- inclusive to anyone who wanted to enter with opportunities for pupil creativity to choreograph routines
- Dance leaders leading practices for certificated Dance classes
- Introduction of Cheerleading to Core PE and the extracurricular program- increase in engagement for S4
- Targeted lunchtime fitness sessions for a group 10 S4 girls not engaging in PE.
- First Cheerleading team to enter a competition at level 2
- U14 Girls football team reach SSFA 7-aside final
- Over 25 girls regularly attending football after school and participating in matches.
- Sports Leaders attending Queensferry Primary School to deliver activity sessions.
- ESB engaging in weekly PE sessions.
- Introduction of senior football team
- Established extracurricular programme: badminton, football, hockey, rugby, dance, cheer, fitness, netball, basketball, volleyball
- New S1-3 hockey club- hockey matches and competitions entered for the first time in 2 decades
- Introduction of new activities Water polo, Synchronised Swimming, Lacrosse, Netball, Cheerleading, Gaelic football
- Reintroduction of hockey
- Lots of personalisation and choice across all year groups
- Senior pupils work experience opportunities- coaching for KSQ, assisting with PE classes
- Continuation of high uptake for certificated courses- NPA 4 up to advanced higher
- High uptake of S3 sport leaders
- Additional member of staff trained to run advanced higher course- now 3 members of staff with experience
- Additional 2 members of staff trained to run Higher course- now 5 members of staff with experience
- Taking on 6 employability skills- delivering high quality T+L of alternative courses: team building, games making, planning sports event, orienteering, first aid
- Running a multi sports day event for S1-3
- QHS have three teams competing in the Edinburgh Secondary Schools Football Association leagues. All team competed in the Scottish Schools Football Association Cup. We have seven external coaches who are highly skilled and qualified taking the three teams.
- Under 13 football team- We have a squad of 25 players who all train on a Wednesday after school and play games on a Saturday. Our S1's got to the last 16 of the Scottish Plate and have been beaten once in their ESSFA league as well as reaching the final of ESSFA league cup (final not played at time of writing).
- Under 14 football team - We have 18 players involved in this team. The S2's has had a good season finishing mid table and having a good run in the national competitions. Like the S1's they have reached the final of the ESSFA cup (again final not played at time of writing).
- Under 15 football team- We have a squad of 16 players with the team finishing mid table and having a run in the cup competitions.
- Staff members mentoring identified as needing additional support.

Quality Indicator	Key Strengths	Areas for Improvement
<p>1.3 Leadership of change</p> <ul style="list-style-type: none"> • Developing a shared vision, values and aims relevant to the school and its community • Strategic planning for continuous improvement • Implementing improvement and change 	<ul style="list-style-type: none"> • Senior phase- Pupil voice for curriculum changes • RRR posters for PE to promote School values in PE • Introduction of class charts for T&M to ensure consistency and promote positive effort and behaviour • Shared expectations across the department in line with whole school approach (uniform/kit) <ul style="list-style-type: none"> ○ Time spent in department meetings - discussing expectations of RRR (posters around department) ○ Discussions about class charts and priorities • Everyone holds high standards <ul style="list-style-type: none"> ○ Effort, attitude, kit, ○ Restorative practice – coming to an agreement with pupils surrounding behaviour • Whole school inset focussing on what key values and phrases for the school • Use of Seemis and liaising with guidance for pupils with additional challenges/ socio-economic issues • Staff constantly reflect and discuss successes of lessons/parts that were unsuccessful and seek to better their practice • SQA moderation at all levels. 	<ul style="list-style-type: none"> • Have a PE vision – visible to pupils. • Continue gaining experience with class charts- and engaging pupils in identifying good practice within the faculty. • Moving from 2 periods to 3 periods- need to develop a challenging and progressive curriculum which meets HWB benchmarks both in PE/Dance and across learning. • Introduction of new courses: • Sport and Recreation (S4) • Sports Development (S5/6) • Collaborate with FCT in developing HWB courses for extra period of HWB.
<p>2.3 Learning, teaching and assessment</p> <ul style="list-style-type: none"> • Learning and engagement • Quality of teaching • Effective use of assessment Planning, tracking and monitoring 	<ul style="list-style-type: none"> • Using staff knowledge to offer a wide variety of activities. All staff attending CPD • Staff rotation for certificated courses- wider range of staff able to teach higher and advanced higher • All staff seek to build positive relationships through; <ul style="list-style-type: none"> ○ Meet and greet ○ Conversations ○ Extra-curricular clubs • Achievements within classes are self/peer evaluated <ul style="list-style-type: none"> ○ Star pupils ○ Pupils of the month ○ Twitter page to share success • Pupils decide on activities they wish to cover within blocks <ul style="list-style-type: none"> ○ Pupils entrusted to set up and put away equipment 	<p>Develop third period for HWB and skills academies. Ensuring HWB focus.</p> <p>Review tracking system for HWB faculty.</p> <p>Use of iPads to enhance learning of certificated courses (look at Apps which can support this) – PE subject leaders look at how access can be gained for some apps previously used extensively but now not available.</p>

	<ul style="list-style-type: none"> • High quality feedback from peers/coaches/teachers within lessons and extra-curricular activities • Pupils can recognise success & techniques <ul style="list-style-type: none"> ○ How to respectfully give constructive feedback 	
<p>3.1 Ensuring wellbeing, equality and inclusion</p> <ul style="list-style-type: none"> • Wellbeing • Fulfilment of statutory duties • Inclusion and equality 	<ul style="list-style-type: none"> • School PE Kit – provided for some. • Store and wash PE kit to support pupils • Purchasing adapted equipment to support ASN pupils • Sessions for ESB • S6 gym contracts to promote wellbeing • Meet and greet • Strong relationships with staff and pupils • Store and wash PE kit to support pupils • Using PEF funding to provide kit, leotard and football boots • Differentiation in lessons to ensure every pupil is achieving success • Recognising vulnerable pupils and applying a nurturing approach- promoting positive environment for learning • Empathetic to all 	<ul style="list-style-type: none"> • Continue to develop strategies for pupils with additional support needs and low attendance • Liaise more with SFL with the increase in class sizes • Introduce more wider wellbeing activities to increase engagement. E.g. walking, nutrition, podcasts • Continue to use PEF support to further fund PE kit for pupils.
<p>3.2 Raising attainment and achievement</p> <ul style="list-style-type: none"> • Attainment in literacy and numeracy • Attainment over time • Overall quality of learners' achievement • Equity for all learners 	<ul style="list-style-type: none"> • Personalisation and choice S2+ • Supported study • Individualised feedback to all pupils • Increased use of teams to raise attainment, in particular for those absent to catch up with work • Pupil potential maximised with all pupils presented at Level 5 or above • Mentoring individuals to increase engagement and attainment across the school • Open dyslexic font • Print outs/ colour paper • Revision guides • Developing new resources • Lunch supported study • Easter study • Engaging revision activities for Higher PE • Help booklet with course notes for Advanced Higher • Regular contact with parents • Assessment support- separate 	<ul style="list-style-type: none"> • Continue sharing resources • Continue developing moderation exercises to ensure standards are met (through SCE) • Create a resource linked to course outline for parents to support their child.

Key Wider Achievement Successes 2021/22 – Food & Health Technology

- high uptake for FCT department in 2022-23 session indicates high rate of enjoyment and engagement
- introduction of fabric & textiles to S1-S2 classes
- moving on from last year's success in the Tilda rice competition (6 national winners), we have introduced and opened the competition to S3 classes
- High involvement in ESB, with 7 pupils successfully attending FCT department on a regular basis
- Involvement with H&W hub, with pupils attending FCT department on a regular basis
- Introduction of Early Learning and Childcare N5: Skills for Work course
- Established links with Nippers and Tom Thumb nurseries for work place visits
- Links with DYW
- Link with Foundation Apprenticeship team for ELCC.

Quality Indicator	Key Strengths	Areas for Improvement
<p>1.3 Leadership of change</p> <ul style="list-style-type: none"> • Developing a shared vision, values and aims relevant to the school and its community • Strategic planning for continuous improvement • Implementing improvement and change 	<ul style="list-style-type: none"> • Actively promoting health and wellbeing (e.g. healthy eating, healthy choices) • A lot of forward planning to ensure all Experiences and Outcomes are met • Gathering feedback from pupils (focus groups) to make improvements in future planning 	<ul style="list-style-type: none"> • More collaboration between PE & FCT of promoting health and wellbeing • Using technology/iPads to gather feedback from pupils • Continue to look at local nurseries to support ELCC • Use Scott's in South Queensferry to develop a link
<p>2.3 Learning, teaching and assessment</p> <ul style="list-style-type: none"> • Learning and engagement • Quality of teaching • Effective use of assessment • Planning, tracking and monitoring 	<ul style="list-style-type: none"> • Differentiated levels of learning in S3 (chilli peppers) • Good use of tracking for BGE and Senior Phase • Self-assessment end of lesson questions on PowerPoints in S1-2 (give me 5) 	<ul style="list-style-type: none"> • More differentiated levels of learning in S1-2 • Change to senior practical assessments – include unit assessment recipes • Create more links with local nurseries for ELCC
<p>3.1 Ensuring wellbeing, equality and inclusion</p> <ul style="list-style-type: none"> • Wellbeing • Fulfilment of statutory duties • Inclusion and equality 	<ul style="list-style-type: none"> • Close collaboration with ESB base • Catering for pupils with different dietary needs • Promoting diversity and inclusion through “foods of the world” recipes 	<ul style="list-style-type: none"> • providing more 1:1 PSA support for pupils with poor gross motor skills or organisation and multitasking issues

3.2 Raising attainment and achievement

- Attainment in literacy and numeracy
- Attainment over time
- Overall quality of learners' achievement
- Equity for all learners

- all resources in BGE and senior phase use OPENDYSLEXIA fonts and are printed on different colour papers
- Notes and printouts available for pupils
- Resources available on Teams from S3 upwards

- Uploaded BGE resources to Teams
- Creation of supported work book for the bottom 20% pupils to help with raising attainment and equity

Key Wider Achievement Successes 2021/22 – Support for Pupils

- Success of building positive relationships with House groups after time out due to Covid restrictions
- Introduction of the Young Minds Matter course across S1-S3
- Successful feedback in engagement of Inclusive Practice Review
- Integrating Support Team – working collaboratively with Enhanced Support Base and Wellbeing Hub
- ASL service – working with staff to support anxious non-attenders
- SHE Scotland working with S1/2 targeted group
- Engagement with RUTS (Lifeguarding, CSCS card, Motor-Biking etc)
- PSG – regularly reviewing target groups to reduce attendance concerns, exclusions, track and monitor LAC, Active GIRFEC Plans and Flexible Timetables
- Positive working relationship with Educational Psychologist
- Circle Partnership – increase of referrals to Coral Donaldson
- Liaising with school nurse to support young people (e.g LIAM)
- Understanding Mental Health and Employability award certificated courses for S4/5 to further attainment
- Completion of UCAS (59 applications, up from 45 last session) and College applications and increase of positive destinations and variety of these
- Bridge 8 – new link with this team
- Relationship with partners such as Stuart Ivory
- 16+/ DYW Partnerships: John Beaton Hawlyrk, Heather McCauley, Amy Campbell – with leavers
- Building opportunities with Enable Scotland and liaising with Connor.
- Regular YPPMs to support and plan for young people within GIRFEC practice and principles
- Introduction of Class Charts to increase House awareness
- Wellbeing Concern and wellbeing indicators to protect young people
- Allergies and Asthma training
- Level 4 Child Protection training
- Working successfully with CLs to increase attainment through targeting young people who are off track
- Work with Police Liaison Officer
- Adapting course choice
- S1 Transition – Enhanced transition programme improved – Cluster Transition Teacher appointed
- Referrals to partner agencies (B Well, Y180, ASL Service, Ed Psych, Nurse, Sunflower, Richmond Hope, HELIOS, CAMHS, EVOC)
- Education reports for Children’s Hearings/Reporter
- References for vocations for young people (current and leavers)
- Young Drivers Event
- Verification for Certificated Courses and verification
- Developing Equalities throughout BGE courses
- Implementing RSHP Health and Wellbeing courses
- Production of further PSE course materials to enhance the PSE curriculum

Quality Indicator	Key Strengths	Areas for Improvement
<p>1.3 Leadership of change</p>	<ul style="list-style-type: none"> • Pupil Support promote the vision of the school as ambitious and focus on improvements in outcomes for all through expectations introduced and regularly reviewed through RRR lessons at the start of BGE. • Staged intervention resources and strategies shared with staff outline a clear understanding of our collective strengths and areas for development through pathways • Moderation process displays effectiveness of our approaches to evaluating and monitoring the impact and sustainability of our professional learning. 	<ul style="list-style-type: none"> • Develop and update PSE programme to further promote our school community vision, aims and values. • We will further nurture creativity and innovation through updating and evaluating course material and lessons for PSE.
<p>2.3 Learning, teaching and assessment</p>	<ul style="list-style-type: none"> • Through YPPMs and PSG we record, analyse and use assessment information to identify development needs for individual learners and specific groups through participation of the GIRFEC process. Reviewed Every 6-8 weeks • Pupil and Parent Voice sought through GIRFEC process and Health and Wellbeing Surveys to evaluate learning. 	<ul style="list-style-type: none"> • Review and evaluate course timelines and resources to ensure a wide variety of innovative and creative resources and teaching approaches, including digital technologies. • Liaise and build links with school youth worker using our community and spaces to deliver high-quality outdoor learning.
<p>3.1 Ensuring wellbeing, equality and inclusion</p>	<ul style="list-style-type: none"> • Through PSE and regular communication with staff to further develop knowledge and understanding of GIRFEC, WBIs, UNCRC. • Through GIRFEC attendance, daily communications with parents/carers/staff/external agencies we know the steps we have taken have improve outcomes for children. 	<ul style="list-style-type: none"> • Ensuring that all staff guidance is fully relevant and up-to-date through ASN Information and Strategies sheets. • Promote Diversity through Houses in PSE and work with pupil council to create events to celebrate diversity. Linking in with the LGBT Charter and UNCRC Rights Respecting Charter
<p>3.2 Raising attainment and achievement</p>	<ul style="list-style-type: none"> • Liaising with relevant faculties to track and monitor focus on literacy and numeracy leading to raising attainment across the curriculum. • Through identifying PEF/individual needs and GIRFEC we are removing barriers to learning and ensuring equity for all. 	<ul style="list-style-type: none"> • Planning of events and creating celebration of success in Houses (PSE) to recognise and value the personal achievements of all learners. • Through use of class charts, discuss at house meetings to track and recognise achievements.

Key Wider Achievement Successes 2021/22 – Support for Learning

- Supported Achievement - ran for the first year as timetabled intervention. Replaced previous 'ad hoc arrangement.' Created channel of communication between class teacher and SFL to support pupils in senior phase with ASN. Prior warning of assessments and advance notice when indication of disengagement is apparent. SFL able to intervene and put support in place. Feedback from parents and pupils positive – have asked for this to run in same format next year.
- SFL working with Maths department to target pupils in S3. Maths S3 extraction group created to boost confidence and practice 'over learning' technique.
- SFL worked English department to identify S3 pupils who need support. SFL teacher working alongside with English class teacher.
- Nurture program – now in second year of running class, first full year without interruption. Program extended to run second class.
- Emotional Regulation (ASD support) – first year of running program. Created very strong relationships, SFL able to support this group through changes.
- Integrated with the new additional resources such as WBH and ESB – collaboration is strong between the Integrated Support Team

Quality Indicator	Key Strengths	Areas for Improvement
1.3 Leadership of change	<ul style="list-style-type: none"> • SFL are consistent in having high expectations for learners. The department promotes a nurturing, but business like, learning atmosphere. • SFL involves parents and pupils in the vision and aims of the department. 	<ul style="list-style-type: none"> • Create more opportunities to work collaboratively with other departments in order to share our learning. • Improve understanding across wider school of the support offered by SFL.
2.3 Learning, teaching and assessment	<ul style="list-style-type: none"> • Relationships are nurturing and positive. • Pupils in SFL have opportunities to take on leadership roles. • Data from assessments is used for planning next steps and targeted interventions. 	<ul style="list-style-type: none"> • Improve use of digital technology – eg accessibility features • Increase work with wider school to ensure learners experience effectively differentiated activities.
3.1 Ensuring wellbeing, equality and inclusion	<ul style="list-style-type: none"> • Modelling of behaviour that promotes a climate where pupils in SFL feel safe and secure. • Pupils feel listened to and cared about. • SFL make effective use of outside spaces. 	<ul style="list-style-type: none"> • Events to celebrate diversity. E.g. Neurodiversity week. • Use data from class charts to track experience of pupils in nurture/emotional regulation groups
3.2 Raising attainment and achievement	<ul style="list-style-type: none"> • Pupils who undertake Reading Recovery program make clear progress. • Targeted pupils supported to achieve N4 awards. 	<ul style="list-style-type: none"> • Develop use of class charts to celebrate achievements in SFL. • Develop alternative awards (Leadership) for pupils who have large amount of time in SFL.

Key Wider Achievement Successes 2021/22 – Enhanced Support Base

- Almost All pupils in the ESB have had experiences this year of learning alongside their peers within the mainstream classes.
- We have developed links within the wider school community – this has included visits to Conifox Adventure park where we are beginning to learn about the world of work. In addition, 2 pupils have visited the local Beaver group and have been invited to become young leaders.
- Pupils have opportunities for Wider achievement – This has included our recent work with the Prince’s Trust on the Enterprise Award.
- Outdoor learning is a strong part of our ethos – we are completing the Grow and Learn Award, have taken part in the RSPB Bird Watch and regularly use the outdoor areas for learning opportunities.
- We work well with partner agencies to seek alternative pathways for pupils, particularly those on flexible timetables – Pupils visit the Zoo, Gorgie Farm and one has is working successfully with a Personal Trainer.
- Planning for DofE completed
- We have built positive relationships with parents/carers and share our learning with them on a weekly basis using Sway.
- We encourage active participation in learning, pupils feel safe and secure. Pupils were asked for their views for the recent Inclusion Review and they reported that they feel happy and looked after in the ESB. Parents were also asked for their views which came back positive.
- Pupils have opportunities to Improve Life Skills and Independence. Pupils come into the ESB independently in the morning. Some are able to move around the school independently and we are helping others with small targets to encourage their independence.
- We have been in PE, Social Subjects and FCT as a class. We are building up relationships with wider school teaching staff and pupils have a good relationship with SFL teacher.
- We are Integrated within the school and ensure we are visible within the school community.
- Close links with wellbeing hub pupils and staff – Peer support.
- We have successfully supported an S4 pupil into a positive work destination.

Quality Indicator	Key Strengths	Areas for Improvement
<p>1.3 <i>Leadership of change</i></p>	<ul style="list-style-type: none"> • Set up vision of the ESB provision – pupils and staff involved in vision – aiming high, becoming independent and working together. • Linked to expected behaviour 3Rs. • Parent/carer feedback is integral – parent evenings, sharing information with Sway and gathering information through regular contact. • We use a range data to best inform the profile of need in the ESB. This includes LAC, SMID, Learning levels, PEF and YC. In addition, continuous assessment is key to best inform best practice. • ESB impacting positively on whole community – supporting most vulnerable young people. 	<ul style="list-style-type: none"> • Linking in with the whole school vision, aims and values • Through improved PRD process – impact and evaluation of professional learning of staff in the ESB

<p>2.3 Learning, teaching and assessment</p>	<ul style="list-style-type: none"> • Effective questioning is used by all staff to enhance learner experiences in the ESB. Pushes learners to become more independent. • Daily use of IT within the curriculum supports additional support needs and encourages learners to work independently. • Environment in ESB is adapted to suit needs – staff use strategies to achieve balance between an engaging environment without over stimulation of sensory needs. • Planning for ESB class is reviewed regularly and adapted to meet needs. Plans cover breadth and depth of the curriculum, incorporating Early/First/Second Level outcomes. • Using a ‘skills based’ curriculum, we use the key skills areas to help inform next steps – environment, learning and teaching approaches. Formative assessment strategies are regularly used – SWRT, SWST, Phonologic assessment to identify needs of pupils in the ESB. • Staff engage in the GIRFEC Process with regular CPM for all pupils. Staff work closely with partnership agencies. 	<ul style="list-style-type: none"> • More opportunities to give effective feedback to learners. Most feedback is given verbally and need to seek more strategies to feedback in a more visual way. • Individual Learning plans are tracked and monitored and evidence outcomes for all in the ESB – explore further use of assessment tools with ASL service and CIRCLE doc
<p>3.1 Ensuring wellbeing, equality and inclusion</p>	<ul style="list-style-type: none"> • All staff in the ESB are sensitive and responsive to the wellbeing and needs of the pupils. • The ESB provides a safe and nurturing environment for all pupils, including other vulnerable pupils across the mainstream school. • Pupils in the ESB feel able to learn and make mistakes in a safe environment. • There are strong links with parents and carers. Staff communicate daily through email, phone calls and face to face which impacts positively on wellbeing of pupils. 	<ul style="list-style-type: none"> • More opportunities for pupils to access teaching in other departments. • Seek to make links with more staff, including enterprise opportunities – bake sale, sharing learning invites, coffee morning. • Link with LGBT Charter and UNCRC Rights Respecting Charter
<p>3.2 Raising attainment and achievement</p>	<ul style="list-style-type: none"> • Pupils are making steady progress both academically and in life skills. Continuous assessment and feedback from parents/carers/staff supports this. • Staff seek opportunities for awards that pupils can achieve. These include recent N2 Literacy and Numeracy awards for S1-S3 pupils. • Improvements in attendance for pupils who previously were on flexible timetables. 	<ul style="list-style-type: none"> • Need to seek more opportunities to share pupils successes within the wider school community. • Continue to develop outdoor space in the QHS grounds which will help to enhance learner experiences – Grow and Learn Awards.

- Developing early links with wider community and building relationships within which will help to support pupils in positive destinations in senior phase.
- Working closely with SFL Teacher to plan and team teach lessons in Literacy.

- Seek further opportunities for team teaching with SFL Teacher in Numeracy. Pupils benefit from having additional teacher within the ESB – taught in smaller group with skilled staff.
- Continue to work with other CLs and departments to deliver training and guidance on differentiate for pupils in ESB. This will help to enhance learner experiences within the mainstream classes.

Key Wider Achievement Successes 2021/22 – Wellbeing Hub

- Therapets – We have managed to engage pupils with the therapet which has resulted in pupils taking an active involvement with the wider community and learning to promote positive relationships within the WBH
- Outdoor learning – Pupils were engaged in tasks that challenged them. Which involved groupwork. Teambuilding and problem solving.
- Bridge 8 – Pupils benefitted from working outside of the school and engaging in learning and activities with pupils from across the city.
- Princes Trust – Helped to create team building skills within the WBH pupils.
- Creativeness – Pupils are actively involved in creative activities to develop their mindfulness
- Use of outdoor spaces – We have increased the use of outdoor spaces on a daily basis to ensure that pupils have a healthy balanced school life.
- Zoning – We have started to try and zone off the Wellbeing Hub more to ensure clarity of function within the spaces such as learning, social and regulation zones
- Youth work – Working with youth workers to support our young learners adapt to the community and those around us.

Quality Indicator	Key Strengths	Areas for Improvement
<p>1.3 Leadership of change</p>	<ul style="list-style-type: none"> • Wellbeing Hub staff are committed to change which results in improvements for learners. • Wellbeing Hub staff are involved in the process of change and in evaluating the impact of improvements. This is supported by carefully planned individual and collective career-long professional learning. We look at the impacts this has on the pupils and how we can develop this further 	<ul style="list-style-type: none"> • The Wellbeing Hub pupils could be more involved in implementing the vision and values into our day to day routine to further embed this. • We need to be sure our approaches to evaluating and monitoring the impact and sustainability of our professional learning on the outcomes of pupils are robust. • Track and monitor the social, economic and cultural context of the pupils in the WBH
<p>2.3 Learning, teaching and assessment</p>	<ul style="list-style-type: none"> • All staff within the WBH have positive nurturing and challenging relationships with pupils which helps lead to high quality learning outcomes • Wellbeing Hub staff access and apply relevant findings from educational research to improve learning and teaching. 	<ul style="list-style-type: none"> • Ensure that all Wellbeing Hub pupils receive work which is high quality varied, active and differentiated not only in the WBH but also by supporting class teachers to meet their needs – Using the CIRLCE document • Every young person has a clear Learning Plan which is tracked and monitored
<p>3.1 Ensuring wellbeing, equality and inclusion</p>	<ul style="list-style-type: none"> • We create a safe nurturing environment for all pupils who access the WBH. • Wellbeing Hub staff and partners are sensitive and responsive to the wellbeing of each individual child and colleague. • Outdoor spaces are used effectively to promote positive relationships and wellbeing. Staff take account of research linking benefits of outdoor learning and green space with wellbeing. 	<ul style="list-style-type: none"> • Ensure all staff understand their role in promoting the wellbeing of pupils. Using resources such as emotion talks / LIAM referrals / other wellbeing tools • Make further links with mainstream classes/ SfL. We need to make sure that we are improving the attainment for all pupils particularly those with barriers to learning and teach them how to develop strategies to overcome these. Using the

	<ul style="list-style-type: none"> Fully engaged with the whole school Inclusion strategy and Integrated Support Team 	<p>CIRCLE document/ behaviour observation tools to support</p> <ul style="list-style-type: none"> Develop partnerships to enhance Wellbeing and Inclusion Supports Track and monitor and implement the documents such as; Flex TT, Included Engaged and Involved 2, Improving outcomes for Learners at Risk of Exclusion
<p>3.2 Raising attainment and achievement</p>	<ul style="list-style-type: none"> We work to ensure pupils within the WBH are developing their literacy and numeracy. All young people are successful in moving on to a sustained positive destination on leaving school. 	<ul style="list-style-type: none"> Use tracking and assessments to ensure progression over time and at key points of transition. Work with ASL to introduce assessment tools Ensure that we are doing everything to remove barriers to learning for all our pupils Celebrate the success and achievement of pupils in the WBH

Key Wider Achievement Successes 2021/22 – Expressive Arts

- Continued growth of uptake of Drama as an optional choice in S3/4/5 in 2022
- Practical Exams reinstated for both Drama and Music allowing young people to demonstrate their progression.
- Despite COVID restrictions, group work was planned around adjustments to maintain its place at the core of Expressive Arts lessons.
- Fantastic resilience demonstrated by young people in their engagement with learning through restrictions and adaptations.
- Music Christmas Concert video showcasing the musical talents of our young people in place of their traditional concert.
- Continued engagement of young people in their Music curriculum through changes in staffing.

Quality Indicator	Key Strengths	Areas for Improvement
<i>1.3 Leadership of change</i>	<ul style="list-style-type: none"> ○ Strategic planning for protecting young people’s experiences within Expressive Arts in the coming year. 	<ul style="list-style-type: none"> ○ Embracing and embodying the re-launched school vision and values. ○ Re-building the identity and culture of Expressive Arts faculty post pandemic.
<i>2.3 Learning, teaching and assessment</i>	<ul style="list-style-type: none"> ○ BGE and Senior Curriculum sets young people up for success with rigour and progression evident at all levels. ○ Shared classroom experience throughout the team to ensure consistency and high standards. ○ Positive visiting assessment for both Drama and Music demonstrates quality of learning. 	<ul style="list-style-type: none"> ○ Updated Tracking and Monitoring for BGE Expressive Arts in line with whole school planning. ○ Implementing changes to parental reports in line with whole school planning. ○ Assessment Strategy planning for Senior Pupils in assessment windows 2022-2023.
<i>3.1 Ensuring wellbeing, equality and inclusion</i>	<ul style="list-style-type: none"> ○ Creating a safe and welcoming environment in Expressive Arts promoting inclusion. ○ Planned differentiation within lessons to meet the needs of our learners. ○ Extra-curricular activities within the department 	<ul style="list-style-type: none"> ○ Engaging young people reluctant to engage in performance – review of support for those with additional support needs.
<i>3.2 Raising attainment and achievement</i>	<ul style="list-style-type: none"> ○ High standards of performance within the Music and Drama practical exams. ○ Targeted Interventions in place to promote attainment early in courses where barriers identified. 	<ul style="list-style-type: none"> ○ Developing plans for Skills Academy 2022-2023 ○ Drama to build on transition planning to make links with cluster primaries and deliver curricular experiences.