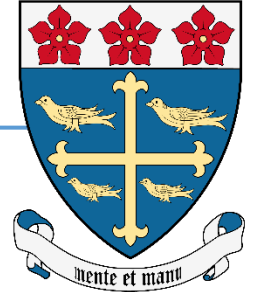


Queensferry High School



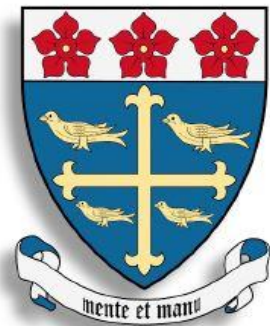
Standards and Qualities Report

Session 2022-23



“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's Introduction

Welcome to Queensferry High School's Standards and Quality Report for session 2022/23.

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. 2022/23 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, be kind and achieve well.

Please follow this [link](#) to all the key documents for Queensferry High School.
Please follow this [link](#) to view our school video.

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 2022/23 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. A full summary of our improvement priorities for 2023/24 is now published on our 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 2023/24 as we work to maximise 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.

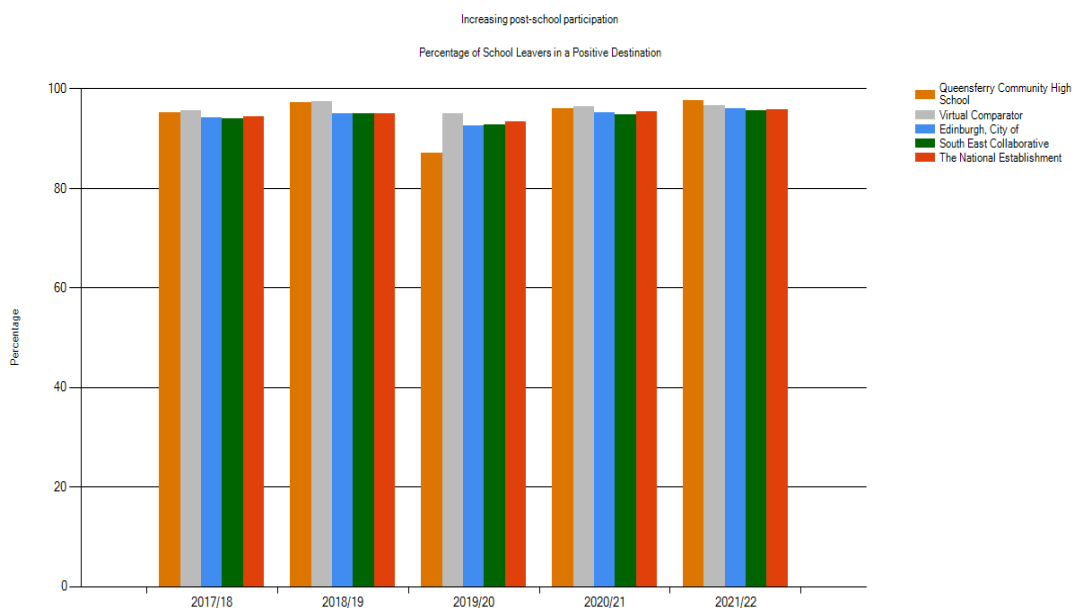
Best wishes



Craig Downie



Section 1 - Improving Outcomes 2022/23



Young people leaving school into a Positive Destinations:

97.63 % of young people at QHS leave school and achieve a Positive Destination. For the first time, this figure is above our Virtual Comparator, Edinburgh, South East Collaborative and National Averages. These figures are the result of a great deal of hard work, revised strategy and additional pathways made available for the young people of Queensferry High School.

School Attainment: (September 2023)

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

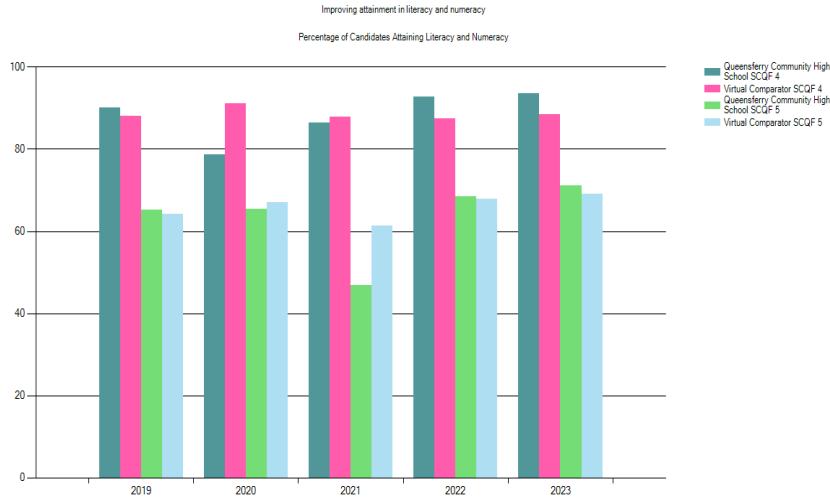
- 86.6% of pupils achieved 1 National 5 awards at A-D level
- 86.1% of pupils achieved 1 National 5 awards at A-C level
- 74.9% of pupils achieved 3 National 5 awards at A-D level
- 68.5% of pupils achieved 3 National 5 awards at A-C level
- 58.8% of pupils achieved 5 National 5 awards at A-D level
- 50.3% of pupils achieved 5 National 5 awards at A-C level

Performance by S5 at Higher Level

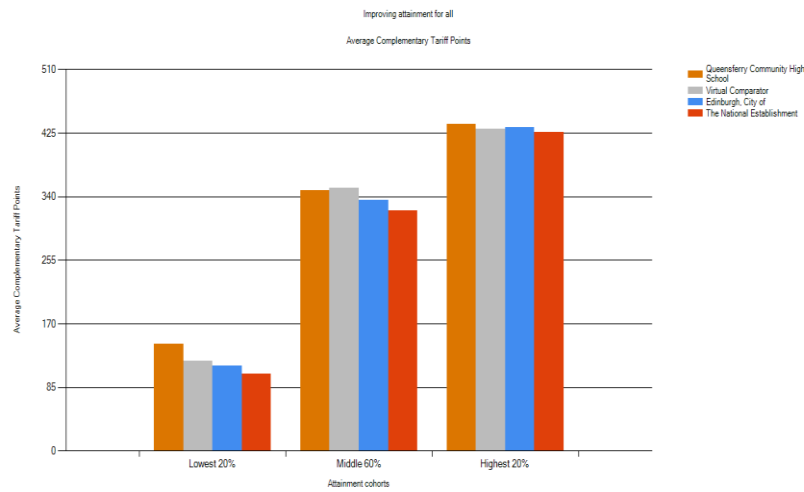
- 76% of pupil achieved 1 Higher Award at A-D Level
- 72% of pupil achieved 1 Higher Award at A-C Level
- 62.7% of pupil achieved 3 Higher Awards at A-D Level
- 54.7% of pupil achieved 1 Higher Award at A-C Level
- 33.3 % of pupils achieved 5 Higher awards at A-D Level
- 28.0 % of pupils achieved 5 Higher awards at A-C Level

Numeracy & Literacy

(S4 Literacy & Numeracy)



(S4 Attainment for all)



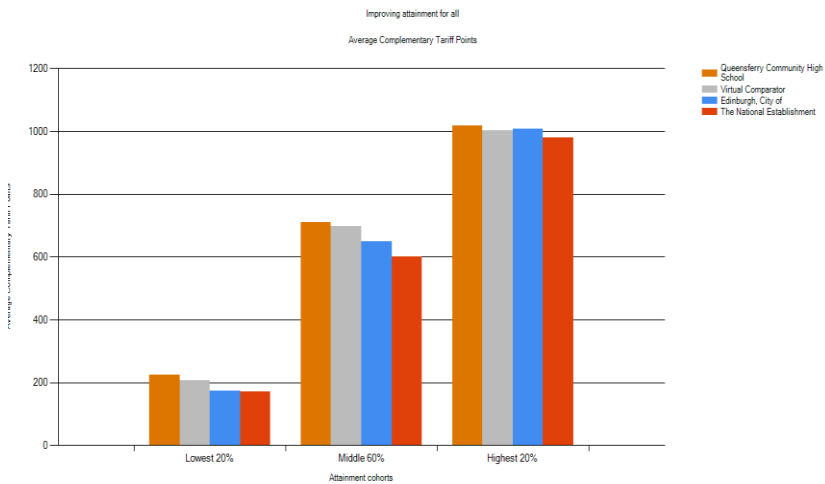
S4 Summary

Our S4 attainment is above our virtual comparator (VC) in the Lowest 20% and in line with VC for the middle 60% and the Highest 20%. Our Literacy and Numeracy in S4 is above VC for level 4 and 5. The tables above are taken directly from the national benchmarking tool.

(S5 Literacy & Numeracy)



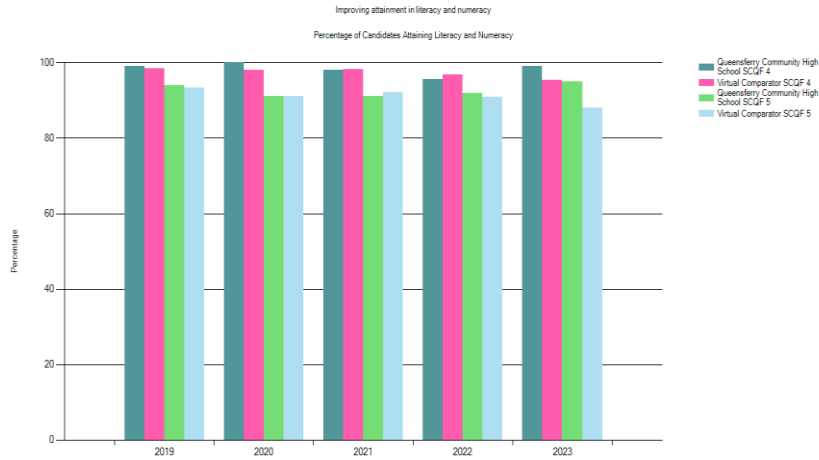
(S5 Attainment for all)



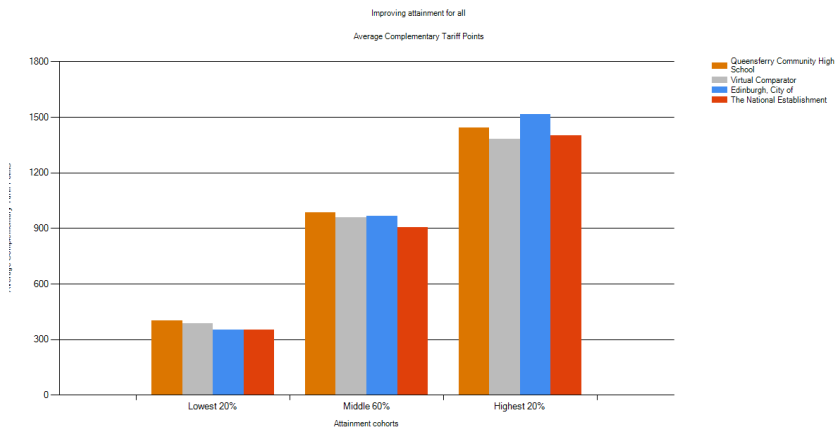
S5 Summary

Our S5 attainment is above our virtual comparator (VC) in the Lowest 20%, Middle 60% and the Highest 20%. Our Literacy and Numeracy in S5 is above VC for level 4 and 5. The tables above are taken directly from the national benchmarking tool.

(S6 Literacy & Numeracy)



(S6 Attainment for all)



S6 Summary

Our S6 attainment is above our Virtual Comparator (VC) in the Lowest 20%, Middle 60% and the Highest 20%. Our Literacy and Numeracy in S6 is above VC for level 4 and 5. The tables above are taken directly from the national benchmarking tool.

Attendance

Attendance for session 2022/23 was 91.12%”
Detailed year group breakdown is shown below:

S1	S2	S3	S4	S5	S6	Overall
91.88%	91.31%	90.02%	91.04%	91.27%	91.56%	91.12%



Performance summary for session 2022/23 and Key next steps.

There are many positives to take from analysing the performance of young people at QHS in session 2022/23, as highlighted above. We have made a number of changes to our systems and Quality Assurance processes to support our journey to improvement. It is in the classroom, however, that will ultimately improve the outcomes for our young people, and we have placed Teaching, Learning & Assessment at the heart of our improvement plan for the year ahead.

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.

Our full improvement plan for session 2023/24 is now available on our website. We are also working with our Parent/carer improvement group to finalise the yearly evaluation of our 5 year plan which will also be made available on our school website.

Section 2 – evaluation of improvement priorities 2022/23

QI 1.3 Leadership of Change: Developing a share vision, values and aims relevant to the school and its community, Strategic planning for continuous improvement, Implementing improvement and change

What have we done?

Following community consultation of our school vision and values, this past year we have successfully embedded these values in our daily practice. Our values are reinforced every day, are visible around our school and promoted daily in classrooms, at all assemblies and whole school messages.

This year we have made further improvement to our communication with parent/carers. Following consultation with parent/carers we have moved to more regular tracking reports and introduced Class Charts to give parent/ carers regular information on the behaviors of their young person in school. We have also introduced more parent/carer support events, including a family learning programme to help support parent/carers to best help their young people at home.

We have also had more regular feedback from parent/carers and have established an improvement working group to help shape our improvement priorities for the year ahead.

We have developed our 5-year plan, setting ambitious, yet realistic targets for the school as we continue our improvement journey.

We have changed our Improvement Planning process for next year. We feel we have made significant progress over the past year and have now been able to identify key priorities moving forward, clearly identifying these to staff so there is a shared collective responsibility in achieving these in the year ahead.

More time has been allocated for Faculty evaluation and Planning.

More time has been allocated for distributed leadership opportunities across the school.

We have changed our Curriculum this past year to include 7 National 5 qualifications, Skills Academies in S1-3 and more choice in our senior Phase.

We have introduced a new Tracking and Monitoring system to track pupil progress and ensure correct interventions are getting to the correct learners at the correct time.

We introduced a new QA process and shared calendar for all staff, clearly outlining the expectations for all staff within the school.

How well we doing? What's working well for your learners?

Our vision and Values and firmly established within our school. Young people are able to tell us what our school values are, why they are important and how they demonstrate this while at school. This has been a great success.

Our new curriculum has meant less level changes, course choice changes and more appropriate coursing at all levels within the school.

Our parent/carers are supportive of our school with feedback very positive in our most recent questionnaire.

Our 5-year plan sets out a clear journey of improvement where staff, parents and young people can all see and contribute to our exciting journey.

Our tracking system has allowed for more rigor in our QA and has ensured that young people who need it most are receiving the appropriate targeted interventions at the correct time.

How do we know? What evidence do you have of positive impact on learners?

We have made significant improvements in some key school performance measures. Overall, Positive destinations, Literacy and Numeracy have all significantly improved within the last year. Furthermore, our S4 performance was significantly improved on previous years. This academic year we have targeted our lowest 20% in S4 and S5 (due to previous years' outcomes) with projected performance set to increase again this session.

Young people, Staff and Parent/Carers have returned feedback that states that our school Vision and Values underpin the work that is happening on our school.

More young people are leaving QHS to go onto positive and sustained destinations.

Skills academies have been very successful. Pupil & staff feedback (Questionnaires/ Consultation groups/ HT 5 @ 5) is very strong and our recent showcase event with local business was very successful. We have highlighted this as best practice for other schools on recent visits to QHS.

What are we going to do now? What are your next improvement priorities in this area?

We are going to improve our internal communication systems to ensure all staff are kept informed of all changes and feedback relating to reported pupil behaviors.

Additional time will be allocated for all faculties to have more strategic discussion and input towards whole school improvement planning and moderation.

There will be better planning of our School and Faculty Improvement priorities to ensure time is planned into our Whole School Calendar

Continue to develop our pathways for young people from S1-6.

Last session we invested resources in producing a Family Learning programme for parent/carers. Whilst, for some this has been successful, feedback from Parent/ Carers continues to highlight frustration of not feeling supported to help their young person at home. Next session we will meet with parent/ carers, send out wider questionnaires and work with our improvement planning group to re-focus our family learning programme to best suit the needs of our parent/carers.

We will re-look at our integrated support structure to ensure we are utilising all our resources in the most effective way.

How you would evaluate this QI using the HGIOS 4

Good

QI 2.3 Learning, Teaching and Assessment: Learning and Engagement, Quality of Teaching, Effective Use of Assessment, Planning Tracking and Monitoring – *Including evaluative comment on progress made with the Teachers' Charter*

What have we done?

Following consultation with staff and learners during last session, and more recently in our August INSET, we have developed and launched our QHS Learns Together approach which aligns with the Edinburgh Teacher Charter. This tool has been devised to progress whole school consistency in understanding and implementing expectations of a QHS Lesson, QHS Teacher and QHS Learner (based on the principle of 5Cs - Clarify, Connect, Challenge, Collaborate and Change). The approach provides staff and learners with a toolkit for high-quality learning and teaching, and is aligned with CLPL resources, Collaborative Classrooms (peer observation programme) and in-house CLPL programme.

In regard to empowered learning, we have completed an audit of our Digital infrastructure. Our Digital leads have undertaken additional professional development opportunities to support them in their roles. Access to professional learning for staff has been built into INSET and CAT time across the session with further opportunities shared in relation to relevant online resources and training. In September 2022 we had our Empowered Learning rollout across S1-6, which was supported with pupil assemblies and parent / carer information events. Over the course of this session both staff and pupils have been developing their confidence. As a staff we have a wide range of expertise, have undertaken two rounds of self-evaluation with staff identifying a need for more structured Professional Learning opportunities to support the current package of self-directed learning.

To effectively learners' experience, we have undertaken two rounds of lesson observations with a focus on Pace and Challenge which have laid the groundwork for our enhanced 2023-24 Collaborative Classrooms and Learning Rounds approaches.

"QHS Looking Outwards" – All QHS teaching staff spent our May 2023 Inservice Day visiting schools and partners across the country to support collaboration, with a focus on both our whole school priority (Pace and Challenge) and a personal focus. Staff engaged with colleagues in other authorities and with partners out with education including outdoor learning providers. In their evaluations almost all staff fed back that this had been a positive and valuable experience which they are planning to build on in terms of reciprocal visits, ongoing sharing of good practice and pursuing opportunities to undertake more 'looking outwards' experiences.

As part of our Distributed Leadership initiative, we have created two Learning and Teaching Lead roles who, working in collaboration with our Digital Learning Lead, have led the development of our QHS Learns Together approach. Our leads have collaborated with partners including Auchmuty High School, Craigmount High School and with the Digital Learns Team to develop both our QHS Learns Together approach, Collaborative Classrooms observation programme and CLPL offer, including the creation of our online QHS Learns Hub which allows staff access to a range of resources to support learning and teaching.

Last session we utilised assessment windows within the Senior Phase and continued to develop our moderation practices. However, both pupil and staff feedback highlighted a need to review this approach which we have done and, as a result, we will move back to a prelim style model in Nov/Jan 2024. However, continuous assessment will remain in place across the session to support the progress of learners.

Staff have engaged in a range of professional learning activities. At a whole school level staff have engaged in Literacy across the curriculum (September 2022), Equalities (September 2022), Nurture training (Oct 2022) in

addition to workshops on Empowered Learning (November 2022) Positive Behaviour approaches (February 2023), Sustainability and Outdoor Learning (March 2023) and Inclusion (February and May 2023).

Twelve members of our Extended Leadership Team have undertaken the Agile Leadership training with Dr Simon Breakspear (with twelve more undertaking this programme next year). This course has been designed to develop the capacity of school leaders to lead more effective targeted improvement. We look forward to building on the work next session in both our strategic planning and day-to-day practice. Likewise, by the end of the 2023-24 session all of our Extended Leadership Team will have undertaken this training.

QHS welcomed seven Probationer Teachers who all successfully completed their probationary year. Each probationer was effectively supported by their own faculty-based mentor. We also supported twelve student teachers working closely with our partners at the University of Edinburgh and Strathclyde. In addition, we developed leadership opportunities for four members of staff who worked closely with our Probationer and Student teachers. These leads have provided support for both student teachers, probationers and our mentors including running weekly drop ins and workshops including interview skills and mock interview practice. QHS staff have also supported at an Authority level as mentors for probationers across the City whilst they undertook their Professional Enquiry.

How well are we doing? What's working well for your learners?

During our October 2022 Learning Rounds we identified that in the majority of lessons there was a positive, inclusive environment with evidence of clear routines and our expected behaviour (Ready, Respectful and Responsible). In most lessons learners were clearly known to the adult working with them. In the majority of lessons there was effective pace and challenge with a range of learning approaches being used to facilitate learning and actively engage learners.

During our Supported Self Evaluation visit (December 2022) positive relationships were once again identified as an area of strength. The team felt that our young people were eager to learn and felt a real sense of pride in the school. The SSE team echoed priorities identified in our previous Learning Rounds in terms of a need to ensure that moving forward we are engaging all learners through consistent high-quality pace and challenge in lessons and have a whole school consistency of approach in terms of effective use of Purpose of Learning and Success Criteria.

We have successfully rolled out our Empowered Learning programme this session. Whilst there is evidence of identified good practice in terms of use of digital pedagogy and engagement with Professional Learning, this is an ongoing area for development and will be a key focus for us next session. We will focus on the SAMR model as a framework for supporting staff and learners to move from the initial Substitution phase to Augmentation, Modification and in some cases Redefinition.

We undertook SQA verification (including three successful site based visiting verification events) across seven subject areas and received both positive feedback in terms of identified good practice (linked to moderation approaches) and also valid next steps in terms of collaborating with colleagues in order to enhance opportunities for moderation and course development / delivery (e.g. links to local forest schools programme).

Over the session learners in the senior phase have been able to access a comprehensive supported study offer and over 200 learners attended our Easter Supported Study programme which ran over five days during the Easter holidays.

In line with the revised CEC guidance we have this session rolled out our refreshed PRD approach including the provision of a bank of online PRD resources (guidance, relevant evaluation tools and links to Professional Learning offers – CEC and Education Scotland for session 2023-24). This process has also informed our PL programme for session 2023-24 and is further supported by our Collaborative Classrooms pilot.

How do we know? What evidence do you have of positive impact on learners?

Learning Round Observations - October 2022

CEC SSE Feedback - December 2023

Pupil Feedback (Faculty based including online surveys and focus groups and Whole School including HT 5 @ 5)

Parent/ carer feedback (questionnaires)

What are we going to do now? What are your next improvement priorities in this area?

We have committed to a continued focus on pace and challenge to ensure high-quality learning experiences for all QHS learners. Our two Teaching and Learning Leads will work alongside a newly established SIG to drive our teaching and learning strategy. We will continue to ensure that learners' experiences provide them with the appropriate level of support and challenge. As a learning community we will work collaboratively to ensure that we are reflective, informed and engaged practitioners. Moving forward we will embed our QHS Learning Standard (QHS Learns Together) as a means of ensuring a shared understanding of high-quality learning and teaching amongst staff and learners while promoting consistency in learner experience across our school.

In August 2023 we will launch our online QHS Learns Hub (Resource Bank) for staff to access and contribute towards. This resource has been designed to help support the professional development of staff in terms of access to research to support an evidence-based practice approach, and also to access strategies to enhance learner experiences. In addition, we will offer a monthly teaching and learning focus for staff through our "Ferry Focus" newsletter, with professional reading suggestions and sharing of teaching and learning approaches linked to our QHS Learns Together approach. From September the SIG will also introduce our "digital tip of the week", designed to offer simple strategies and applications to support in the development of our QHS digital skills agenda.

In August 2023 we will share our QHS Learns Professional Learning programme which has been tailored to meet identified Professional Learning requirements of QHS staff (identified via both the PRD process and Staff Feedback following our Looking Outwards event). It will offer monthly in-house Professional Learning opportunities to support those available at an Authority and National level. QHS staff will also have the opportunity to contribute to this programme by leading workshops and contributing resources across the session. Across the session, Professional Learning opportunities will also be embedded into Inservice and CAT planning. As part of our focus on quality learning and teaching, 10 teachers, representing faculties across the school, will participate in the Osiris teaching intervention programme, with a view to becoming Pedagogy Ambassadors to share best practice with QHS colleagues.

We will build on our 2022-23 classroom observation model with the development of our QHS Collaborative Classrooms approach – This is an opportunity for staff to collaborate in terms of a peer lesson observation programme, linked to our QHS Learning Standard. Furthermore, our Extended Leadership Team will undertake two rounds of ELT Learning Rounds (Autumn and Spring) to observe learning in the wider context including a focus on individual learner experiences. Both will be used to inform practice and support our ongoing CLPL approach.

Our ELT will complete its work with the Agile Leadership programme with the remaining half of the team undertaking this training and those who participated in session 2022-23 beginning to put their key learning into practice.

How you would evaluate this QI using the HGIOS 4	Good
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QI 3.1 Ensuring Wellbeing, Equality and Inclusion: Wellbeing, Fulfilment of Statutory Duties, Inclusion and Equality – Including Leadership for Equity and The Promise

What have we done?

Child Protection and Safeguarding – All Staff know which designated member of staff to report a Child Protection / Wellbeing Concern to (MG).

All staff are level 2 trained, and all PSLs/ Senior staff are level 4 trained. We introduced a QR Code for all visitors to use when signing in so all adults in the building are aware of and understand Child Protection and Safeguarding Procedures at QHS. Wellbeing Concern Forms are tracked and monitored by DHT Support. Our Child Protection (red files) and Wellbeing Concern (blue files) are compliant with standards for record keeping.

Inclusion – we have developed our Inclusion Policy, adding to the structure and staffing with the addition of 4 House Pupil Support Officers (PSO) who have a clear remit of Child Protection and Safeguarding, 1:1/ group interventions with a focus of Wellbeing Indicators, tracking and monitoring attendance for each caseload and community supports with an increase of parent/ carer engagement. We developed our Interventions and Pathways document to support staff access a variety of resources through pathway 1 – 4 (99% of staff are aware of this policy).

Whole School Nurture Training in partnership with Educational Psychologist and Additional Support for Learning Lead has been implemented and an inclusion focus this session. All staff engaged in 3 x CLPL sessions (Intro to nurture principles/ Evaluation of Nurture Practice / Tried Interventions and Improved Practice to Support Nurture Approaches within the Classroom). Staff feedback on the 6 principles of nurture has been positive with the most effective principle of ‘The Classroom or school environment offers a safe space for learners’. Staff use a variety of tools such as the CIRCLE document, discussion with colleagues for professional development, pathways intervention and resource document and other classroom practice. Staff have shared their top tips for developing nurturing approaches.

Leadership for Equity – PEF Plan & Evaluation (see separate)

We commit to **The Promise to support our Care Experienced** pupils. They are tracked every week at House Team Meetings (HTMs) and have regular ‘check in’s’ with their identified adult in school as well as tracked through the GIRFEC process.

We set up **House Team Meetings** weekly with the DHT/ PSL and PSO. Identified pupils are tracked using the following categories; Care Experienced/ GIRFEC active plans/ Flexible Timetables/ Attainment progression (following reports for identified year groups) and Attendance below 85% (monthly). We have improved our information sharing system by using Class Charts which provides a platform to inform staff of pupil needs, strategies and interventions. SEEMiS is regularly updated to support pupil’s profiles.

House PSOs work with pupils in 1:1 session’s (S1-4 pupils), regular check-ins (S1-4 pupils) and provide family support. They have an identified caseload – PEF identified pupils, House or Departmental caseloads. They have built positive relationships with parent/ carers to help promote attendance and attainment and provide family support with Free School Meal applications, uniform support, social supports and attend / provide updates for

GIRFEC planning meetings for identified caseload. They attend House Team Meetings and have focus on attendance by tracking and monitoring attendance by using SEEMiS reports/ phone calls and communication home, daily, in line with whole school attendance policy and update PEF Identified Attendance Tracker monthly. Groups that PSO's have led; Seasons for Growth, Football Leadership Group, LIAM Coaching and Training, Breakfast Club (for 14 S1-3 pupils), S1/S2 Nurture group in SfL, Self-Care Club, S1-S3 Boys Anxiety group, S1-3 Girls HWB group, ASL link with the Zoo – anxious non-attenders and a Dog Walking group (ESB). All PSOs use a tracking and monitoring system which focuses on the targets of support aligned with the Wellbeing Indicators and track the progress every session to evaluate the intervention. House PSO set up a HWB and ASN Padlet to share with parent/carers to sign post regularly to supports such as; crisis support, bullying, LGBTQ+, parent/carer advice on mental health, substance misuse support, anxiety and positive wellbeing, crime prevention, self harm and depression, neurodivergent and ASN parent/carer support, Dyslexia Support, Health and Trauma supports.

We developed our **Wellbeing Hub** provision which supported 31 pupils from S1-5. They provided 1:1 sessions with either the WBH Leader, WBH PSO, WBH PSA and a SfL Teacher developing positive relationships, supporting restorative approaches using class charts, pupil voice tool and self-regulation techniques. They have implemented the following groups; Gym group, Breakfast Club on a Friday for allocated pupils, Outdoor Learning sessions by our social subjects teacher, MYDG Youth Worker supported the learners either 1:1 or in a group session, Therapet group and supported by the ASL Service we engaged with Bridge 8. The Wellbeing Hub has supported young people improve their attendance and supported a package of support for Flexible Timetables. The Wellbeing Hub supported National Qualifications through extraction from mainstream classes. Positive Destinations were supported through college visits, mock interviews and CV writing in conjunction with Skills Development Scotland Team. In class support has been provided by the WBH Leader, PSO and PSA as well as helping in faculties with assessments. PSO WBH – part of the CEC Wellbeing Academy – 20 allocated pupils supporting across identified Wellbeing Indicators through 1:1 sessions, LIAM Coaching and Training, Gym groups, Breakfast/ Soft Start, Literacy, Numeracy and HWB groups, Football Group, Building Resilience, Leadership group, Curricular Construction group and Mission Christmas Community Event.

We further developed our **Enhanced Support Base** provision which has supported 14 young people (S1-S5) who have a complex additional support need. A mixture of in class support and interventions in the base working with a variety of partners; Princes' Trust, Gold and Gray, Duke of Edinburgh, Growing Youth, ASL Service, DYW and they also ran a Pathway Finder careers events for the young people progressing into the senior phase. All the young people have adapted timetables and individual learning targets to support their individual needs.

Our **Support for Learning** department expanded their capacity by supporting our EAL learners through 1:1 and group interventions, 2 x S1 Nurture groups, 2 x S2 Nurture groups, S1 Emotional Regulation group, S2 Emotional Regulation group, S3 Life Skills group, SfL teacher support in Maths and English for S1 and S2, support in the Wellbeing Hub and Enhanced Support Base, S1 and S2 Reading Recovery group, S1 Dyslexia group who supported and celebrated Dyslexia Awareness Week, 1:1 extractions S1-5, Seasons for Growth group and a Social Thinking group.

Equalities – we have focused on the LGBT Charter and UNCRC QHS Charter throughout the session. We have also revised our Equalities Policy in conjunction with the pupil equalities group (EDGE). We adapted our reporting system which is now linked House MS TEAMS and goes directly to the pupil support leader. Equalities incidents are recorded on SEEMiS and updated on the pupil profiles.

UNCRC Charter – We achieved our Bronze Award this session. Staff have started to integrate Rights of the Child into their L&T (13% Most, 33% Some and 41% Few lessons). Training – Distributed leadership (AR/ SS-H) specific leadership training has been completed. All staff were trained in the Introduction to the UNCRC QHS Charter – this was produced by staff and the UNCRC Pupil Led Group, through an extensive consultation process and is now recognized in all classrooms and other areas of the school. There was a launch of the UNCRC Charter to all staff at CAT Session 3 and to all pupils through PSE Lessons which incorporates a staff video. A calendar of events has been supported throughout the session; the introduction of the right of the month has been highly visible and used with in L&T. Black History Month supported Article 2 – lessons were delivered through social subjects for all pupils in the faculty and displays where evident in social subjects, café area and Support for Learning. Pupils led the Equalities Assembly for S1-3 supporting Article 19 contributing to Anti-Bullying Week. Pupils led a stall in the entrance with staff celebration of Human Rights Day in December and encouraging pupils to engage in the article. Holocaust Memorial was recognized with lights on staff desks, lessons in social subjects and posters for visibility, pupils read in poem on the tannoy and engaged with a Holocaust Survivor on an online National Event – Article 30. Article 8 – identity supported LGBT History month. Article 28 celebrated ASN and UNCRC Pupil Group led assembly to S1-3. International Women’s Day was celebrated across faculties, HWB and Social Subjects. Article 13 – Mental Health Awareness linked to the EDGE group. S1 and S2 have all had a lesson on World Freedom Day as well as a tannoy announcement World Day of Cultural Diversity by a pupil in the UNCRC group. The UNCRC Pupil Led Group facilitated a P7-S1 Transition event and delivered UNCRC activities to the UNCRC primary groups.

LGBT Charter – on track to achieve the Gold Award. 14 staff are part of the Staff Champion Group who meet termly. Training: All staff took part in the introduction training for LGBT Charter, 45 staff took part in the additional 2 ½ hr 2 x online module and the Staff Champion Group did a further 2 1/2 hr online training. Visibility of LGBT Charter is support across the school – staff have their rainbow lanyards / posters in the classroom and name signs on their door. Event support in our school community was Purple Friday (LGBT History Month), Trans Awareness Month, Pupil Sharing Event at another CEC High School, Pride Month and Autism Awareness and Mental Health Week. The EDGE Group have led assemblies on Trans Awareness, Autism Awareness and Mental Health. Pupils provide L&T materials and starters to promote the EDGE Group; LGBT History Month and Trans Awareness. Within faculties pupils have supported though displays in every faculty for LGBT History month, Languages in reference to pronouns, in Drama a play on Trans Gender, in CDT they produced a graphics on the LGBT community flags, in FCT Pride Month baking and in Art a rock Pride Moth display. Within the EDGE group there are leadership opportunities for pupils to develop this.

Whole School Attendance is tracked by year group weekly at SLT with an average of 92%. Targeted support for anxious non- attenders through an ASL group in partnership with Edinburgh Zoo. Pupils with below 85% are tracked monthly at House Team Meetings and through the Pupil Support Group termly. PSOs track attendance for their caseload daily. We have worked collaboratively with the learning community and created a shared poster to support the importance of attendance, and this will be launched in June 23. DHT Support and PSO have attended the CEC Attendance Conferences (2x) and worked collaboratively within the learning community.

Health and Wellbeing had a focus of Mental Health support. Distributed Leadership linked with school counsellor and school nurse for targeted support – created a padlet for school counsellor and accessible information sharing with pupils and parent/carers. Mental Health Week assembly for S4 pupils delivered by school counsellor and pupil groups/ EDGE Group are doing starter activities for S2/3 and wear green one day to school to show your support. A Resilience Matrix Survey was completed with S1-S6.

Over session 22/23 the School Counsellor has engaged with 54 High School pupils offering them counselling on a one-to-one basis. Of those, 21 pupils were offered, but declined the service. Most of those were within the first three sessions. 33 pupils have engaged in 1:1 counselling. In conjunction with the House PSO a self-care club has been created. The initial group was selected from senior pupils who were about to undertake exams. The aim being to provide some of the tools to help with anxiety, a four-week programme consisting of journal keeping, CBT, Arts and Crafts and Compassionate Kit Bag, we also end each session with a relaxation exercise of visualization or yoga. The School counsellor has completed Suicide Training, Sand Tray Therapy and in collaboration with other CEC counsellor sharing practice has resulted in the other CEC schools taking on the Self-Care Programme.

How well we doing? What's working well for your learners?

Equalities Reporting – pupil voice stated that there needed to be an adaptation to the system of reporting bullying incidents. This was reviewed and a QR code set up for each pupil support leader. This has had a positive impact on the accessibility of reporting incidents. Within the EDGE group there are leadership opportunities for pupils to develop Equalities issues.

LGBT Charter - Staff reported that this training was useful and positive and have identified next steps for next session through the champion group.

We have focused on defining the **Integrated Support Team** and working collaboratively to improve this practice, wellbeing and nurturing approaches are evident. Feedback from our SSE states 'Young people are supported by caring staff, including pupil support leaders, who have high expectations for their care and welfare. Good examples of how the **Rights** are considered and used throughout the school was evident with both adults and young people fully involved in the process. Similarly, a robust equalities policy has been developed involving all key stakeholders. Young people are also clear in how to report wellbeing concerns to staff.'

The **Wellbeing Hub** has provided a safe space for young people with social, emotional and behavioural needs. Positive outcomes were achieved through National Qualifications through the Wellbeing Hub when extracted from mainstream classes. They have achieved National Qualifications for Senior Phase learners and supported them into a positive destination. For the BGE they have developed their literacy and numeracy levels in S1-3 and all S3 learners in the WBH have completed at least level 3 in numeracy and literacy assessments with many achieving level 4. Through termly discussions/ WBH meetings and pupil voice WBH pupils feel included, and this support has improved their feeling of acceptance within the school, they felt safe and that the WBH was somewhere that understood their individual needs. The Gym group developed mental and physical fitness, ensuring they used the equipment safely and worked as a team, during the sessions the pupils opened up about any anxieties or worries they had. Breakfast Club on a Friday for allocated pupils is pupil led and has created a sense of community. Our partner agency Gold and Gray developed teamwork and leaderships skills with a focus on building resilience. Outdoor learning group evidenced positive relationships with the pupils and developed outdoor survival skills. MYDG Youth Worker pupils have reported that they feel comfortable and more open with discussing sensitive issues with them. Therapet group supported an alternative environment to develop literacy skills reading with the dog, this support also was also used to regulate the learners. Bridge 8 helped to engage a learner who was on a Flexible Timetable who was disengaged from learning.

PSOs - An increase in attendance, achievement of HWB targets and attainment outcomes for the caseloads the PSO's have worked with. We have had an increase in applications for FSM and uniform grants which have been successfully achieved. Increased parental engagement and supported identified families to attend GIRFEC meetings.

How do we know? What evidence do you have of positive impact on learners?

Inclusion Policy – 75% of staff are aware of and use the policy regularly and a further 22% are aware of the policy. GIRFEC: Almost all staff understand the GIRFEC principles. 97% of staff understand the principles of GIRFEC/ 21% of staff refer to the Wellbeing indicator within L&T/ 33% Most Lesson and 38% Some lessons. 75% of staff used Nurture approaches using the CIRCLE document. Within the theme of Inclusion ; Present , Participation , Achieving and Supported, Pupil Support Officers have seen an improvement in individual attendance, increased engagement in school as well as a further engagement from families which have previously not engaged well with supports. They have also supported the health needs for their caseload such as eating disorders and mental health supports, seeing an improvement in the learners health and wellbeing indicators. Family outreach and support has improved with funding from community sources to provide uniform and non-uniform clothes, helped families access social support such as food banks and access to health and wellbeing activities in the community.

Equalities – All staff are clear on how to report an equalities issue (100%). 67% of staff strongly agree and 30% of staff agree that they promote a learning environment which acknowledges diversity and understands that it is everyone's responsibility to challenge discrimination. UNCRC Charter - staff have started to integrate this into their L&T (13% Most, 33% Some and 41% Few lessons). Feedback from the primary UNCRC groups was extremely positive and was a successful event during this each primary and QHS made a pledge which will be revised next session. LGBT Charter Staff training: staff reported that this training was useful, positive and increased confidence in support the LGBT community. We have 15 pupils who regularly attend and are part of Equalities Group EDGE (meet weekly) and 45 pupils on our Equalities MS TEAMS page.

Class Charts provides a pupil information sharing platform to inform staff of pupil need, strategies and interventions. SEEMiS is regularly updated to support pupils profiles. 97% of staff have a clear understanding of the learners profile. 68% have an average understanding of how to support learners profile with 29% having a clear understanding of how to support the pupils profile.

School Counsellor - a full ending for 21 pupils with an overall improvement noted in most of those pupils resulting in a positive outcome in both our measure of Core and of Stirling Wellbeing. With Core being an average positive effect of 3.9, and Stirling Wellbeing providing a positive increase of 2.7. Currently the school counsellor has 12 cases, 4 of those have been for a longer-than-average time due to the trauma attached to their situations. Self Care Wellbeing Club was positive amongst the pupils taking part, and indeed the results reflect this, with a reduction on the anxiety stress scale of 1 point on average between the start and end of each session. We found that, while the pupils were keen to attend, this also impacted on study time close to their exams.

What are we going to do now? What are your next improvement priorities in this area?

Inclusion: Pathways of Support – We need to revise the functions and supports of the areas within the Integrated Support Team; ESB, WBH, SfL and SfP. Further develop the use of Interventions and Pathways document to support staff access a variety of resource through pathway 1 – 4 using the CIRCLE document. We will expand our House Teams to include an SfL Teacher and will revise the inclusion of the Wellbeing Hub and Enhanced Support Base to track and monitor these pupils weekly. Staff have identified the top 5 areas for CLPL to support learner need (50% of staff SEBN/ 43% ASN/ 34% PEF/ 30% restorative practice / 28% CE). Expand School Counsellor provision - continue the self-care club going forward with S3 and S4 pupils from the beginning of the academic year well in advance of exams taking place.

Nurture – Link with the pupil's feedback on the 6 principles of nurture and triangulate with observations of practice. Staff will focus on 2 of the Nurture Principles next session; the 6th principle of Nurture: The

importance of transition in young peoples' lives, and the 5th principle of nurture: All behaviour is communication (which links into our school improvement priority of developing our relationships for learning policy). Staff will have time to collaborate and share practice.

Relationships for Learning Policy staff are less aware of this and how to use it compared to the Inclusion, Child Protection and Safeguarding, Equalities and Attendance Policy. This will be revised and re-introduced next session. With the improvement of the use of Class Charts to support.

Equalities - LGBT Charter Staff Champion Group will deliver further training to all staff at the Inset Aug 23. The Staff Champion Group have identified next steps for next session. We will continue to develop pupil leadership through the Equalities Pupil Group and the introduction on pupil Inclusion Ambassadors. **UNCRC Charter** achieve Silver Award – linking up L&T with the Charter and making the articles more explicit. We will also involve the wider school community (parent/carers and partners) with the UNCRC QHS Charter. We will improve our process and procedures for dealing with and actioning more positive outcomes in relation to discriminatory and bullying incidents.

Equity/ PEF - We will use data relating to our PEF identified pupils and provide effective interventions and resources to support closing the poverty attainment gap – See PEF Plan (MG)

Whole School Health and Wellbeing – We will audit responsibility for all, through the HWB curriculum. Mental Health - the areas of development will be the support in the community, the introduction of Mental health 1st Aiders and MVP Peer Education Programme. We will also launch our HWB padlet with parent/carers.

Transitions - We will continue to expand the primary transition strategy and will an increase the use of data information sharing and P7 events at QHS. We will focus on providing high quality information to support pathway planning and opportunities for young people at points of transition.

How you would evaluate this QI using the HGIOS 4	GOOD
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QI 3.2 Raising Attainment and Achievement Attainment in Literacy and Numeracy, Attainment over Time, Overall Quality of Learners' Achievement, Equity for All Learners - Including progress made on Stretch Aims

What have we done?

We implemented a new tracking and monitoring system that gave more frequent feedback to learners and their parent/carers. This system reduced the length of time required for quality assurance and therefore made the data in the reports more relevant and up to date. The reports included data on potential pathways and helped pupils make more informed choices during course choice. Before each tracking report pupils had learner conversations so they understood how they were performing and what their next steps were.

At the start of the session we set ambitious targets for each young person and then throughout the year there were discussions at both faculty level and whole school level on how targeted interventions would help to maximise attainment of all pupils. These interventions were successfully directed through robust analysis of our tracking and monitoring data.

Our attainment review meetings included a focus on reviewing individual pupil progress, as well as reviewing subject performance and our whole school attainment. In our attainment discussions in January we focused on what supports pupils would most benefit from and then deployed those resources. We were further able to identify key target groups using Insight data and data from similar Edinburgh schools. Our interventions included study clubs, extractions, emersion days, mentoring and the Attainment Hub.

We empowered staff this session through the sharing of additional data, including whole school summaries after tracking reports. This included tracking summaries that highlighted how students were performing in other subjects, allowing sharing of good practice and enhancing learner conversations with pupils.

At the start of the session we identified the numeracy and literacy level of every returning pupil, then identified interventions to be put in place where necessary. In the Broad General Education the Mathematics team have instigated a programme of early numeracy interventions for pupils.

After reviewing our tracking data we identified a key group of pupils who would most benefit from mentorship. We created a mentoring programme that consisted of senior and middle leaders along with staff volunteers. Staff met with their mentee's multiple times throughout the session and discussed possible supports and identified interventions.

As part of our attainment strategy we developed our Attainment Hub to support our learners who were finding it challenging to achieve their full potential in their education. Identified staff worked with small groups of pupils to support them to maximise their attainment and achieve suitable certification.

We implemented a new system to track the predicted achievement of a level in S3 in numeracy and literacy, and were able to identify which pupils predictions were improving or regressing throughout the year, allowing the relevant faculties to put interventions in place.

We have looked outwards this year, including developing raising attainment strategies with representatives from other Edinburgh Schools and meeting with representatives from Insight.

From early in the session we shared the full range of study clubs through our enhanced curriculum offering. This information would be highlighted in discussions with parent/carers and also shared with new admissions so they could find the support they need to catch up on missed work. Our Enhanced curriculum also offered a wide range of extra curricular and sporting activities, giving pupils multiple opportunities for new experiences, relationships and opportunities for leadership, whilst also helping new admissions to better integrate into their new setting.

This year we re-introduced junior, senior and sports award ceremonies. We also had celebrating success assemblies at key points in the year where we highlighted the successes detailed in Class Charts to all year groups and issued certificates to pupils and their families. We have also collated from learners, all the clubs and successes they have been part of in and out with school.

Our positive destinations percentage highlighted a continued success this year with 97.62% of young people leaving for an initial positive destination.

How well we doing? What's working well for your learners?

Our aspirational target setting early in the session supports productive discussions around succeeding at their attainment goals and also helps facilitate learner conversations related to target setting.

Faculty based interventions helped young people to achieve their full potential after our new tracking system highlighted areas for improvement.

The attainment hub has supported a number of young people to achieve level 4 & 5 qualifications.

More frequent tracking and monitoring improved the communication of progress with pupils and their parent/carers.

Increased data sharing and the inclusion of contributions to whole school measures empowered more teachers to effectively target interventions.

We work closely with our partners SDS and DYW to increase positive destinations for leavers.

How do we know? What evidence do you have of positive impact on learners?

The latest Insight figures, highlighted above, demonstrate a further improvement on almost all performance measures compared to the previous session and significantly, we are now outperforming our Virtual Comparator (VC) in many areas.

For literacy and numeracy in S4-6, for all measures for level 3 to 5 QHS is either equal to or above VC in both Literacy and Numeracy at Level 4 and 5, with an average of +3.3%. Particular strengths were seen in S6 L5 numeracy at +6.1% above VC and S4 L5 Literacy at +5.4% above VC. S4-6 learners with an additional support need, (Level 3-5) are almost all above virtual comparator, with an average of +6.0%.

There were Improvements in almost all breadth and depth measures in 2023 compared to QHS in 2022, averaging +3.1% in Level 5 A-C and +5.4% in Level 6 A-C. We are also above VC in breadth and depth measures, with Level 5 grade A in S4 on average +1.7% above VC and Level 6 grade A in S5 on average +4.4% above VC.

In attainment for all measures, S4-6 tariff scores are in line with or above VC for all attainment cohorts.

Almost all the learners in our attainment hub achieved at least 5 qualifications overall, with complementary tariff scores on average above VC.

Pathway tracking at the end of 2022-23 session showed that 73% of all recommendations in S3 were for a National 5 pathway, and 95% were for at least a National 4/Level 4 pathway. 78% of S3 cohort were on the at least five National 5 awards pathway, with 70% on track in at least 9 of their 11 subjects.

Our destinations in 2021-22 was 97.6% which was above Virtual Comparator. We project for session 2022-23 at 97.95%, a further increase on last session. For three consecutive years we have no leavers with an unknown destination.

What are we going to do now? What are your next improvement priorities in this area?

We have gathered feedback from parents/carers and staff and will be implementing improvements to our tracking and monitoring systems based on their feedback. We will form a short life working group to review this feedback and make improvements.

We plan to provide more guidance on the different interventions available to staff and also start our interventions earlier in the session.

We will review our pathways and look outwards to identify more opportunities for pupils to attain and achieve.

We will develop strategies to improve level 6 literacy achievement.

We will continue to look outwards to inform our moderation of achievement of a level.	
How you would evaluate this QI using the HGIOS 4	Good

QI 2.2 Curriculum: Theme 2 Learning Pathways

What have we done?

Learning for Sustainability – audit of experiences of young people in learning for sustainability throughout their curriculum. Specific audit of outdoor learning throughout the curriculum

Introduction of universal and targeted opportunities for outdoor learning opportunities to promote health and wellbeing. Continuation of curricular and extra curricular support for achievement of DofE awards.

Skills Academies have embedded the development of meta skills at the core of our curriculum for our young people.

We have increased learning pathways for identified destinations through our partnership with Edinburgh College.

We have consulted with colleagues both within and out with the authority to support with our planning for wider curriculum review in terms of sharing best practice and learned experience to support more effective strategic planning for next session.

How well we doing? What’s working well for your learners?

Audit complete, including staff CLPL on sharing good practice. Separate events for Learning for sustainability and outdoor learning.

Re-launch of universal outdoor learning offer of sponsored walk. Development of WBH and ESB outdoor learning offers. Continuation of offer for curricular Bronze DofE and extra-curricular Silver DofE

Skills Academies tracking and monitoring skills progress throughout the session to highlight impact for young people.

Young people have the offer of Professional Cookery and Construction courses, based in school and delivered by Edinburgh College tutors. These young people have access to destination specific vocational qualifications.

How do we know? What evidence do you have of positive impact on learners?

Audit of BGE with respect to sustainability found that the following percentage of subject areas contained lessons relating to sustainability:

- S1 – 27%
- S2 – 40%
- S3 – 47%

Audit of BGE with respect to outdoor learning found that the curricular areas led lessons in an outdoor context with the following cadence:

English	Rarely (once or twice a year)
Expressive Arts	Rarely (once or twice a year)

Health & Wellbeing	Frequently (weekly)
Languages	Rarely (once or twice a year)
Maths	Never (they have never been outside in our lessons)
PSE/ESB/WBH/SfL	Frequently (weekly)
Science	Occasionally (once or twice a term)
Social Subjects	Rarely (once or twice a year)
Technologies	Never (they have never been outside in our lessons)

77% of young people engaged in our universal outdoor learning opportunity – sponsored walk (a 10km walk in our local area).

DofE numbers continue to be strong with 48 young people successfully making it to their Bronze expedition and 17 young people to their Silver.

Our whole ESB engaged successfully with their targeted outdoor learning offer and a group of 4 young people from our Wellbeing Hub engaged with their bespoke support.

Skills progression – the following proportion of young people have made good or very good progress towards the development of individual skills through their skills academies this session:

S1 – Curiosity (98%) – Creativity (97%) – Sense Making (97%) – Critical Thinking (97%)

S2 – Communicating (99%) – Feeling (99%) – Collaborating (99%) – Leading (99%)

S3 – Focusing (97%) – Integrity (98%) – Adapting (99%) – Initiative (97%)

All young people engaging with Professional Cookery and Construction throughout the year successfully gained their awards. A number of young people successfully translated this into placement in full time education at college in this subject area.

What are we going to do now? What are your next improvement priorities in this area?

Each subject area, for each stage in the school, will embed at least one lesson focused on learning for sustainability. This should form part of a progressive plan for learning in this area in their subject.

Embed progress opportunities throughout the curriculum at each stage and in each discreet subject for learning for sustainability.

Embed outdoor learning opportunities throughout the curriculum at each stage and in each discreet subject for outdoor learning.

Build on the success of our sponsored walk to increase engagement through a variety of opportunities to increase equity of access to participate in the event.

Our partnership with Edinburgh College continues and is expanding with the addition of National 5 Hospitality as an option for the senior school and the introduction of the Hospitality Level 3 Foundation Apprenticeship for our S3 cohort.

How you would evaluate this QI using the HGIOS 4	Good
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QI 2.7 Partnerships: Theme 3 Impact on learners (parental engagement only)

What have we done?

A new strategy has been implemented to provide more regular and targeted feedback to parent/carers on their young person’s learning and development in school. We have implemented tracking reports, added our Class Charts system and increased the frequency of tracking reports to 3 per year.

Our Class Charts system allows parent/carers for real time feedback on their engagement in learning and behaviours.

We have a Parental Engagement strategy to support parent/carers to help their young person’s learning, development and wellbeing at home through leading events linked with Family Learning, Parental Engagement and Parental Involvement.

How well we doing? What’s working well for your learners?

We have implemented a new tracking system – 3 tracking reports per year alongside a parents evening and continual feedback on engagement and personal development through Class Charts

We have an offer of opportunities across all key themes of parental engagement:

- Parental Involvement – HT drop in sessions termly, Parent-Staff Association meetings throughout the year around key events for the school, Parent Council meetings (AGM alongside termly meetings).
- Parental Engagement – Parent/Carer curricular information evenings. Awards Ceremony, Transition planning events.
- Family Learning – Skills Development (Digital), Numeracy, Literacy, Health & Wellbeing, Study Skills, Mental Health & Wellbeing
- Learning at Home - Outdoor Learning (walking and cycle)

How do we know? What evidence do you have of positive impact on learners?

Parental feedback suggests increased parental confidence with the following key questions:

I receive helpful, regular feedback about how my young person is learning and developing – 68% of respondents agree or strongly agreed with this statement compared to 46% in the last session.

The school gives me advise on how to support my young person's learning at home – 39% of respondents agree or strongly agreed with this statement compared to 30% in the last session.

Parental engagement in tracking/monitoring opportunities has been interrogated to allow us to identify and engage those who need support, through our Pupil Support Leaders.

What are we going to do now? What are your next improvement priorities in this area?

Continue to improve reporting system to respond to key feedback from parent/carers – revision of learning progress statements and increased support for supporting curricular work at home with mapping of supports.

Revision of family learning offer and increased communication, including hard to reach families (identified through engagement data in this session).

Each subject area, for each stage in the school, will develop a curriculum map. Including the supporting resources to ensure parent/carers are informed on their young persons' learning journey and have the tools to provide them with support.

We will run a series of Family Learning events across the session designed to provide targeted support for parent/carers (e.g. BGE Numeracy, BGE Literacy and Senior Phase subject specific input)

How you would evaluate this QI using the HGIOS 4	Good
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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 2022/23 Social Subjects

- Geography numbers improved year on year, showing the restructure of the course and resources has had a positive impact
- Geography delivered trips to Edinburgh with Higher Pupils and The Advanced Higher class had a day of River fieldwork
- Delivered "The Trade Game" to every P7 pupil coming to QHS next session. Building relationships with the pupils before they start.
- Created links with the Primary 7 teachers and had a planning session with Kirknewton Primary around Social Subjects
- Took part in the selection process for PGDE Students next session- enhancing our links with Social Subjects at Edinburgh University
- Supported a student teacher to progress through their PGDE. The students helped to give us new ideas that will benefit the young people.
- Many staff have contributed to LGBT charter by doing LGBT awareness training
- Travel and Tourism class spent a day work experience as Cabin Crew at Edinburgh College. This enhanced our links with Edinburgh College.
- Visit from Alex Cole-Hamilton for National 5 Modern Studies Democracy in Scotland unit.
- Mock court – pupils attended the Mock Court Project at Edinburgh University and performed a mock trial at the Court of Session. One team won an award at the award ceremony for best lawyer.
- Parliament visit from Politics and Modern Studies pupils to attend FM questions
- Speakers for Schools talk organised for senior Modern Studies, Politics, History and English pupils with senior Times columnist, Kenny Farquharson. This was to give an insight into a career in journalism and answer questions related to Kenny's career. Great feedback from pupils.
- Rugby club trip to DAM stadium to watch Edinburgh Rugby. Excellent reward for pupils who committed to QHS Rugby Club this year
- Tartan touch competition organised at QHS
- S1 open evening was an enjoyable experience for the team to showcase some of our lessons.
- Holocaust Memorial Day – BGE lesson delivered by all social subjects teachers to enhance pupils knowledge on the subject and help pupils to reflect on the Holocaust
- Movember – staff fitness challenge and charity football game to help raise awareness for Mental Health
- Black History month- Whole school resources shared; all pupils got lesson starters during the week of Black History Month and a standalone lesson was created and taught within Social Subjects at all levels. A tannoy message was delivered to raise awareness of BHM and displays of pupil artwork on the theme of BHM was collated and displayed in communal spaces like the CafEatArea and Support for Learning. This was all explicitly linked to our Right of the Month for October – Article 2 of the UNCRC (no discrimination).
- International Women's Day- Faculty delivered a lesson covering inequalities and discrimination and pupils researched and or created a poster of a woman they find inspiring
- RMPS trip to Mosque and Buddhist Monastery
- Sponsored Walk to help raise funds for the school whilst giving every school pupil an outdoor learning experience to help improve mental health.
- Outdoor learning introduced weekly for ESB and WBH. Outdoor learning also now a key part of Social Subjects curriculum with all S1 pupils having an outdoor experience.
- LGBT History Month and Purple Friday- whole school resources shared, a starter activity introducing learners to LGBT history month and what purple Friday represented. Pupils were encouraged to wear purple to show support. Members of the EDGE group also created displays for LGBT history month in every faculty. Social Subject featured a historical timeline of key events in LGBT+ history. This was explicitly linked to the Right of the Month for February – Article 8 (identity)

- The QHS RRS Pupil Group led a community learning event where we welcomed the RRS Pupil Groups from each of the local primaries. Each group gave a short presentation on their 'Rights Respecting Journey So Far' and took part in some fun rights-based activities, led by the QHS group. Each group also made a pledge for next steps to be revisited a follow up event.
- Students from the equalities group attended and LGBT+ conference at Currie Highschool to share good practice and learn how to further improve equalities education at QHS including in the curriculum.

Quality Indicator	Key Strengths	Areas for Improvement
<p>1.3 Leadership of change</p>	<ul style="list-style-type: none"> • Faculty adapted well to the new curriculum • Staff have adapted well to multi-level classes in senior phase • All staff are committed to having consistent high expectations of our young people and embedded our Expected Standards within the faculty. • Embed school Values and expectations and continued to raise standards and expectations of the young people. • Introduced new Travel and Tourism, Advanced Higher Geography and Higher RMPS Courses. This provided an alternative pathway for pupils in S5+6. • All staff have upskilled on Digital Learning and now look at using one to one IPADS with the majority of lessons • All staff engaged with Class Charts • Engaged with ESB who taught weekly as a class in Social Subjects and Outdoor Learning. • Faculty leaders in the Equalities group, leading the efforts to achieve the gold LGBT charter award, develop the student equalities group and run events such as purple Friday, Transgender awareness month, LGBT+ history month, Autism Awareness week, mental Health awareness week, and planning for Pride month in June. • Faculty leaders for the Rights Respecting Schools Award. The pupil group has had an extremely productive year and successfully led change within the school. The QHS Rights Charter was launched in September, and we have had a Right of the Month linked to rights focus for each month of the year. This has led to the school achieving the Bronze Award in December and we have received feedback that we are currently on track to achieve Silver early next session 	<ul style="list-style-type: none"> • Staff to model consistency in the non-negotiables around Mobile Phones • Improve consistency of noting down everything on Class Charts. • We will increase the quality and quantity of digital experiences for young people as we work towards the digital schools' award. • Engage with new approach to family learning and the home school partnership.
<p>2.3 Learning, teaching and assessment</p>	<ul style="list-style-type: none"> • Adapted BGE courses in line with the new Curriculum. Increased the level of differentiation and ensure refined courses are of a high standard. • Updated resources and Topics in BGE to make them relevant and mapped against Es and Os 	<ul style="list-style-type: none"> • Continue to modernise resources to use with 1 to 1 device

	<ul style="list-style-type: none"> • BGE Assessments refined in S1 and S2 that are accessible for all. Assessment shows a consistent approach and give staff the ability to effectively track a level and provide feedback for improvement. 	<ul style="list-style-type: none"> • Every member of staff to create an SAMR lesson for 1 to 1 device. • Improve feedback to BGE pupils through “Tracking and Feedback” short life working group creating the “BGE Passport” • Introduce more skills in to BGE course to help prepare young people for the senior phase. • Look at more opportunities to enhance pupil’s experience through trips and speakers
<p>3.1 Ensuring wellbeing, equality and inclusion</p>	<ul style="list-style-type: none"> • Staff have engaged with positive behaviour policy and continued to learn how to use Class Charts effectively to increase participation and help create and maintain positive relationships • All staff have been reviewing courses and continue to de-colonise our curriculum. • Staff have looked for opportunities to dispel stereotypes and shine a light on the positives where people usually discriminate. <ul style="list-style-type: none"> • Social Subjects team have contributed to RRS by teaching BGE regularly about the “right of the month” 	<ul style="list-style-type: none"> • Use class charts more consistently • Use class charts in line with the circle document to support pupils more at Pathway 1. • Continue to develop differentiation within the faculty and the appropriate challenge.
<p>3.2 Raising attainment and achievement</p>	<ul style="list-style-type: none"> • Social Subjects Faculty supported the majority of the bottom 20% of school attainment through the attainment hub. • Faculty have closed the gap on the Virtual Comparator and in some departments are expected to match or beat the Virtual Comparator next session • History department on track to better Edinburgh comparator. • Many pupils achieved a National 5 or Higher that early tracking was showing was going to be a challenge. • Staff offered after school and Easter holiday study support sessions 	<ul style="list-style-type: none"> • Staff to streamline approach to Unit Assessment in the senior phase • More early tracking to allow for earlier interventions • Social subjects board to inform pupils about the faculty and share achievements

Modern Languages SQIP 22-23

- Senior Language Ambassadors – AH French pupils supported S1, creating and delivering game based learning to our S1 pupils.
- to Spain – our S2 skills Academy course was developed and delivered. A wide range of cultural and language experiences were taught, and pupils scripted and created their own video to encourage new recruits in the primaries to join the academy.
- AH French – writing project with Edinburgh university – pupils collaborated with a university student and wrote a poem in French which was published in the magazine ‘Babble’.
- S2 Spanish – we developed and delivered a new 6 week Spanish block called ‘Viva Mexico’. Cultural and language tasks were based around Mexican food, geography, colours, and the artist Frida Kahlo. The pupils then created their own mini versions of Frida.
- European Day of Languages – a range of activities across all year groups were enjoyed.
- S1 Spanish – we revamped our Hola Peru unit and gave S1 a six week Spanish experience on an imaginary backpacking trip to Peru.
- ESB – we were delighted to welcome the ESB pupils to the department and based the some of the early learning around relationship building through French cultural games such as Pétanque. The course also focused on interdisciplinary learning to tie in with their other school experiences and we linked up with outdoor learning growing potatoes in French.
- S2 French – Le Lorax environment topic was really well received, and pupils have written some fantastic character descriptions.
- AH Spanish – Ex pupil came in and gave a talk / advice – described the benefits and opportunities it had given them in terms of living and working abroad.
- Higher / Nat 5 – Last year’s Higher pupils ran an advice session for Nat 5 pupils on the writing part of the exam. Great advice given.
- Cinema experience for senior school pupils – Mexican film.
- S3 French – we gave S3 pupils a ‘cinema experience’ as part of their ‘Un Sac de Billes’ unit. Classes joined together to watch the film in the theatre, and it was lovely to hear the applause at the end. Pupils responded well to some of the mature themes and created in French many excellent film synopsis.
- Twitter – We continue to increase 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 this year, Space, las Fallas festival and Remembrance day.
- Christmas door competition – we all took part, unfortunately no winners this year but we come back stronger next year.
- We attended CLPL on using football as a topic to deliver language content and plan to develop a unit of work on this for our BGE pupils.
- We welcomed several Mandarin teachers to QHS and many of our S1-3 pupils received a 6 week Mandarin Experience focussing on language and culture. We have been encouraged by participation and are now looking to grow Mandarin uptake in the school.
- We ‘Looked outwards’ and are keen to further develop some of the things we saw. Mainly a unit of work for the ESB pupils, National 2, life in another country.
- S1 information evening – we had a lovely time involving families in our game based learning approach. It was a fun evening.
- S3 French pupils visited FCT and had a go at making their own crepes by following a recipe in French.
- CLPL -We have engaged in a broad range of CLPL including,
- Digital learning – we have used the ipads successfully to record talking performances and group roleplays for BGE pupils. We have also upskilled ourselves through CLPL.
- We did some food tasting experiences for some BGE classes.

Quality Indicator	Key Strengths	Areas for Improvement
<p>1.3 <i>Leadership of change</i></p>	<ul style="list-style-type: none"> • Strong communication across the department. • Collaborative work on course adaptations. • Staff commitment and adaptability to change. • Adaptation to the new curriculum model. • Commitment to new tracking and reporting procedures. • Staff use the PRD process to evaluate, enhance and develop personal and curriculum change. 	<ul style="list-style-type: none"> • We will participate in the peer observation initiative. • We will create / re-develop some existing courses and topics based on pupil feedback or to support the senior curriculum. • We will review our BGE / Senior school tracking procedures in line with whole school changes.
<p>2.3 <i>Learning, teaching and assessment</i></p>	<ul style="list-style-type: none"> • Collaborative work to support Senior Unit Assessment. • Collaborative work to develop units of work and assessment in BGE. • Variety of topics and tasks to develop linguistic skills, language and cultural knowledge. • Course resources and Plane to Spain Skills Academy • Our link with ESB provided exciting learning opportunities. • Our robust verification and moderation procedures. • Promotion of learners' achievements in the department / class/charts and on Twitter. • Familiarity with levels, units and standards. • Introduction of new S2 Spanish unit. • Introduction of taster Mandarin. 	<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 aim to link courses with NQs and look for naturally occurring opportunities to assess. • We will look to improve feedback procedures for pupils and parents. • We aim to improve and evaluate our pupil voice tools and use these more consistently. • We will work with our SLT to evaluate data more effectively. • We will review our course plan format for ease of use and tracking of courses and include key benchmarks.
<p>3.1 <i>Ensuring wellbeing, equality and inclusion</i></p>	<ul style="list-style-type: none"> • Department ethos is strongly based on respect of each other. • We have strong relationships with pupils. • We have strong links with SFP. • We are familiar with inclusion and equality procedures. • We have supported whole school groups and initiatives. • We are familiar with the wellbeing indicators. • We positively promote wellbeing and offer spaces for pupils at breaks. 	<ul style="list-style-type: none"> • We will use class-charts, and other whole school procedures to ensure the wellbeing and inclusion of pupils. • We will familiarise ourselves with the whole school positive behaviour policy and use this to promote a positive ethos in the department.

	<ul style="list-style-type: none"> • Our curriculum provides opportunities for exploration of other societies, cultures and beliefs. 	<ul style="list-style-type: none"> • We will have DM agenda slots to discuss inclusivity/progress/concerns of pupils facing barriers to their learning and achievement. • We will introduce Nat 2 qualifications for our ESB pupils.
<p>3.2 Raising attainment and achievement</p>	<ul style="list-style-type: none"> ○ We are confident making judgements about pupil progress. ○ We review and moderate pupil work to ensure consistency. ○ We work collaboratively and independently to create relevant and topical resources. ○ We share resources and have an excellent shared resource area. ○ We have consistently maintained good examination results over a period of years. ○ We offer study support to pupils and have created a pupil 'creche' to support attainment. ○ We create a warm and welcoming environment for pupils with the emphasis on working hard and being kind. ○ We attend a broad range of CLPL to support language development and teacher upskilling. 	<ul style="list-style-type: none"> • We will aim to improve development and create positive links for 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. • We will create opportunities for assessment at naturally occurring times for BGE and Senior pupils. • We will look to further differentiate resources across topics in the BGE. • We will work with our primary cluster partners to review our 1 + 2 priorities and progress a transition programme.

Key Wider Achievement Successes 2022/23 HWB

FCT:

FCT has developed a strong partnership with Edinburgh College, which has allowed several pupils to complete their NPA4 Professional Cookery courses at QHS, with some of the graduates securing further education spots in college. The partnership is about to expand, adding new course options to the candidates.

FCT has engaged in several events involving S1 & S2 skills academy pupils, giving them an opportunity to plan and take part in hospitality events (P1 parent's visit, Macmillan's Coffee morning, DYW event and workshops). Pupils had the chance to work as a team producing and serving food and drinks and take up leadership roles during events.

N5 Early Learning and Childcare course has developed several links with local nurseries and childcare and education settings. All pupils had two-day visits. Pupils were able to visit a range of classes and activities and some pupils had work experience at a local primary school.

Physical Education:

Netball

- Well established club with over 50 members.
- 3 Different levels of teams with a junior S1 team, S2/3 team and a senior team all including Scottish Cup
- Close community ties with 'The Ferry Flyers' allowing for opportunities of netball festivals and camps, for example easter camp for transition opportunity for P7's
- Competed in regular competitive and friendly games against neighbouring schools and hosted an English touring school.
- Starting up an all, boys football team who has competed against other schools as well.
- Organised and fundraised money to design and buy netball kits.
- Worked with community ties to fundraise money to develop and grow the club.

Girls Football

- They have had 2 teams in the first ever Edinburgh School Girls Football League
- Seniors finishing second in the football league.
- They finished 4th in Scotland in the Spar cup national final.
- Orla Burn has represented Scottish Schools and won the Bob Doc tournament.
- Regularly competed in friendly and competitive games against neighbouring schools
- They are in the final of the Scottish School's 7 aside tournament.

Dance

- Very well established extra-curricular dance club ranging across all styles from commercial to contemporary.
- Youth and junior competitive competition teams
- Solo and duet competition performers
- New cheer team

Rugby

- Rugby has continued to grow across the months in the push to recruit more learners to engage within the sport
- We have organised and ran a rugby excursion taking our club to an Edinburgh rugby game to meet the players watch a competitive game to increase engagement and life-long PA

- We have built strong links with community clubs such as Linlithgow, Edinburgh
- We are organising a transition opportunity for P7's to engage within the sport by organising a festival for P7 upwards learners alongside Linlithgow rugby and active schools Edinburgh.

Football-

5 football teams competing on competitive fronts in the Scottish cup and Edinburgh school leagues. Over 150 pupils competed for QHS over the year for the school football teams.

U13- League cup finalists against Craigmount. Currently sitting 3rd in their Edinburgh School League.

U14- League Cup finalists this year, final still to be played to determine if they will win the trophy on the 27th. Currently sitting 1st in the Edinburgh school league with two games remaining. If they win these games, they will win the league. Also made it to the Quarter finals of the Scottish cup.

U15- League cup semifinalists. Also sitting 3rd in their league with 1 game to play.

U16- Played competitively over the year in Edinburgh school league. Finished 4th in their league table before leaving for exam leave.

Senior- Introduction of the senior football team. Won the Lothian Senior plate on the first year of joining competitive football league. Also made it to the 5th round of the Scottish cup in their first year of the competition.

Basketball-

Introduction of School Basketball club over the course of the year. More than 100 pupils take part in extracurricular sessions after school weekly.

Introduction of 6 competitive teams of all ages to compete in Scottish cup tournament and Edinburgh school league tournament. Furthermore 2 basketball skills academies have had very high engagement and enjoyment levels leading to the introduction of a third skills academy for the following year.

12 clubs in total to choose from.

Celebrating success- Introduction of Queensferry High School Sports Awards. Finally recognizing those many QHS pupils who contribute to school sport all around the school. By organizing a night after school to celebrate with awards of many categories and guest speakers to celebrate success.

Quality Indicator	Key Strengths	Areas for Improvement
<p>1.3 <i>Leadership of change</i></p>	<ul style="list-style-type: none"> • Incorporating the UNICEF RRR into teaching and learning resources • “Ready respectful responsible in FCT” posters in the department • Incorporating the “learning for sustainability” theme into BGE learning and teaching • Design and make projects in practical cookery. • Links with ESB base and implementation of inclusive practice for pupils with ASN • Introduction of Basketball skills academy. Allowing pupils to develop skills for work and lifelong learning through the activity of basketball. Highlighted by a reverse careers fair where basketballers showcased their meta skills, highlight being leadership skills shown by all in the sessions. • We address aims and visions when promoting standards and expectations in each lesson. 	<ul style="list-style-type: none"> • Collect feedback from pupils on more regular basis/using more formal feedback. • More opportunities for collaborative practice within faculty and out of school • To further develop these courses to hopefully achieve SQA qualifications by the end of their three years in the academy so they have something to show for it. • Improvement of Football academy to promote school ethos and standards that are not shown at the minute.

	<ul style="list-style-type: none"> • Use vision and aims to promote positive attitudes towards learning whilst addressing behaviour issues- for example, during 1-1 conversations addressing behaviour issues we reiterate standards and aims. • We are efficient at promoting innovation and creativity by initiating and instigating ways for learners to be creative throughout activity choices. • Consistent departmental opportunities for meetings and enquiring about issues, learning, leadership, .and assessment. • We maximise collaborative learning through promoting learner led lessons, sport ed blocks, leadership awards, skills academy. 	<ul style="list-style-type: none"> • Opportunity to observe other teachers’ lessons in department and wider school
<p>2.3 <i>Learning, teaching and assessment</i></p>	<ul style="list-style-type: none"> • Use of iPads to create digital portfolio of their work during their time in FCT. • Use of chilli peppers to allow pupils to choose the level of difficulties for their tasks. • Charity bake-off project with Skills Academies and Health and Wellbeing unit with S3 classes to develop the 4 capacities. • Ongoing assessments and feedback during practical lessons • Consistent use of learning intentions & success criteria, as well as key practical skills displayed on PowerPoints throughout the lesson. Newly implemented starter tasks at the beginning of theory lessons. • Summary of key learning points and achievements through self-evaluative comments in digital portfolios at the end of Skills Academies and S3 lessons. • Use of a range of written and practical assessments in BGE and senior phase with results recorded on colour coded tracking spreadsheet. Self-evaluation for BGE pupils at the end of the unit, using “tiered cake” approach. • CL of faculty watching lessons from each member of department. This ensures we all have high levels of quality of teaching to ensure consistency throughout the department. • Consistent experience and outcomes to base LI and SC throughout the department to ensure consistency of learning and teaching. • Higher classes are promoted to use engaging games, revision tools and technology for consolidating learning and assessment prep for example, articulate, KAHOOT, snakes and ladders, orienteering and charades. 	<ul style="list-style-type: none"> • Need to introduce meaningful outdoor learning experiences. • Collect feedback from pupils on more regular basis/in more formal feedback pupil voice • Taking tracking document forward that has been worked on over the year and identify the most efficient use of this that fits the need of the department. • Course timeline to be consistent delivery through all teachers on certificated courses. • Ability to engage in more learner conversations and more accessible ways to update learners on their level and progress. • Ability to allow learners to show understanding of their own levels on a consistent/ more regular basis.

	<ul style="list-style-type: none"> • Athletics block and Microsoft Forms used to promote activities and learning/ achievement. • We apply AIFL throughout all lessons to effectively engage learners in their own learning and understanding. • Create opportunities for exit pass plenaries such as 5-star learner/ performer, bronze silver gold, what emoji are you? • Allowing learners to apply previous learning in lessons through activities, group work and question and answering. • Regular AAA checks • Continuous tracking and monitoring of senior phase classes • Engaging in continuous summative and formative assessment in certificated classes 	
<p><i>3.1 Ensuring wellbeing, equality and inclusion</i></p>	<ul style="list-style-type: none"> • Use of GIRFEC and UN RRR in planning to ensure pupils’ religious beliefs, dietary needs and personal beliefs are considered when participating in classes (e.g., availability of vegan substitutes, halal meat or alternatives etc.) • Course pathways and job pathways (positive destinations) • Design and make projects, Foods of the world unit in S2. • Introduction of learning for sustainability in BGE • Having the same class through BGE curriculum to allow positive relationships to be built and knowing the needs of all learners your class. This helped with tracking and monitoring. • Increased PE has helped with pupils able to promote their physical wellbeing by having an extra period of PE per week. • Teachers as role models, praising desired behaviours which promote inclusion and kindness and challenging unkindness, helps show pupils what is desired of them. • All staff relate to the GIRFEC Indicators throughout teaching and learning. • All staff have a good understanding of how to address wellbeing concerns and understand the importance of safeguarding learners. • Staff structure lessons around wellbeing indicators to ensure all learners are safe, healthy, active, nurtured, achieving, responsible, respected, and included. • UNCRC is addressed within the PE department monthly addressing the right of the month by a visual and recognition of the right within PE. • PEF identified learners are supplied with PE kit if necessary. • Kit is kept within the PE dept and washed weekly so kids can be included. 	<ul style="list-style-type: none"> • Sharing key learning themes across all year groups with parents and learners • Improving HWB: Introduction of design and make “mood muffins” with S3 classes. • Improving diversity: Project for BGE pupils to share traditional family recipes, where pupils will vote for their favourite one and cook it in class.

	<ul style="list-style-type: none"> • ADHD, ASN and ASD strategies are consistently applied throughout lessons. • Circle document is referred to and addressed within lessons teachers ensure that routines, structures, motivation, and skill level/ ability is all considered when planning and implementing lessons. • Ensure we use seemis, and class charts to understand our learners needs and abilities to ensure we cater to meet the needs of all learners within our lessons 	
<p>3.2 Raising attainment and achievement</p>	<ul style="list-style-type: none"> • Chef of the week recognition in BGE and senior phase • Use of a range of written and practical assessments in BGE and senior phase with results recorded on colour coded tracking spreadsheet. Self-evaluation for BGE pupils at the end of the unit, using “tiered cake” approach. • Used targeted intervention in senior phase to support senior pupils. • achievement in certificated PE classes with the return of second activity performances. • Supported study sessions weekly for certificated classes and 1 to 1 support for students who need the help. • Supported study. • Targeted intervention • Providing opportunities to develop and consolidate learning and life skills throughout extra-curricular clubs, this creates opportunities for learners to consolidate one-off performance assessment. • Engaging senior phase lessons with high quality teaching and learning strategies • Implementation of House heroes for achievement school wide through class charts • The use of twitter account to identify out with school achievements. • Pupil of the month award throughout the department • Parent communication to disclose learner achievements. • Use of tannoy messages to congratulate team achievements. <p>How well does our work with partners and businesses ensure positive outcomes for our young people?</p> <ul style="list-style-type: none"> • Skills academies • Community partnerships (ferry flyers, Linlithgow rugby, primaries for sports leaders, gold and grey) 	<ul style="list-style-type: none"> • More regular use of social media to celebrate success. • Create more industry links to invite guest speakers. • Universal course resources which ensure all pupils are being taught the same thing and full course covered. • Time plan with assessments and homework built in. • Review feedback procedures • Improve QA – recording of meetings, more sampling and IV exercises within faculty.

Key Wider Achievement Successes 2022/23 Technologies

Skills Academies

- Successful first year with both S1 and S2 Engineering classes
- Computing a popular skills academy with practical activities proving to be capturing the imagination
- All groups made a great contribution to the Reverse Careers fair and represented the faculty and subject areas with enthusiasm.

Trips

- 10 S2 pupils represented QHS Tech at the Construction and Built Environment Challenge 2022-2023
- S3 Pupils represented QHS Tech at the official reopening of the Queensferry Education Centre
- S3 Computing visit to the National Robotarium in Edinburgh – Learning about technology and how it can enhance the life of people

Partnerships

- Partnership formed with Johnston Carmichael accountancy firm. Pupils can now apply directly for the JC Futures Project with Peter Young Bursary. This allows suitable candidates to join a training program straight from school on the path to become a fully qualified accountant. Our first pupil has applied for this opportunity.
- Business Partnership with The Little Parlour ice cream shop grows from strength to strength. Owner of the business Scott Goddard kindly agreed to visit our pupils to judge the ice cream marketing competition and provide prizes for winners and runners up.
- DYW Partnership with Bear Scotland established and more hopefully incoming such as Cala Homes
- Planning in place for Heriot Watt to support DEC pupils and invite architecture students to QHS

Digital Leaders/Computing

- Launch of iPad Genius Bar - A group of dedicated pupils are now offering to support with iPad issues and learning on a Monday and Wednesday.
- Coding Club now established and regularly attended by a dedicated group of pupils
- Bebras – Large groups of BGE pupils now entering this prestigious computing competition building on previous successes
- Code club prizes – Dress:code – Awards picked up by Mabel Jeffries and Jamie Shilling

Positive Destinations

Growing evidence that courses are having a real-life impact on positive destinations. Woodworking students Elliot Murphy and Zac Keeble-Clark as an example, have now left school to take up apprenticeships with local companies. One student has an offer for college course based on DEC qualification and another has gone into a Built Environment career path.

Easter Revision

Very positive uptake for Easter revision and SQA Immersion sessions with a large number of pupils keen to improve and well supported by dedicated staff.

Quality Indicator	Key Strengths	Areas for Improvement
<p>1.3 <i>Leadership of change</i></p>	<ul style="list-style-type: none"> • Staff are committed to change in terms of offering courses that tailor for our wide spectrum of learners and whole school vision. Two new courses being offered now including Design Engineer Construct, and Accountancy now being developed from BGE to Senior Phase. DEC feeds into the sustainability agenda in terms of construction and environmental impact and has scope for integration in the BGE to promote sustainability. • There has been a positive response to wholesale school changes and a willingness to buy into the new school vision, including curriculum model and positive behaviour initiatives. There is clear observational evidence of teachers fostering creativity to deliver course content. IT plays a major role in this, and the increased IT provision now offers more scope for driving positive change and enriching experiences. • Leadership opportunities for Pupils and Staff with a dedicated group now leading initiatives such as the iPad Genius Bar to support peers and staff, driving improvement in IT accessibility for all. 	<ul style="list-style-type: none"> • More effective use of the data (social, economic as well as attainment driven) now available to drive improvement. • Increased feedback from pupils to affect change. Build on surveys and introduce smaller Senior Phase focus groups/feedback cards. • Monitor impact of change at all levels
<p>2.3 Learning, teaching and assessment</p>	<ul style="list-style-type: none"> • The Faculty continues to develop positive relationships and challenge pupils appropriately where required. Nurture of vulnerable groups including ESB is evident. Evidence from classrooms visits suggests learners receive a wide range of well planned learning experiences across the faculty which are active, often making use of practical activities. • IT approaches are embedded in many areas and staff are skilled in terms of using existing devices to create engaging lessons. iPad use is encouraged with pupils and staff. Growing evidence of digital based resourcing becoming the standard. • Planning is underway to revisit BGE in terms of whole school priorities including pace and challenge and react to evidenced feedback from pupils and collaborative discussion. Staff are aware of school vision and priorities though regular discussion. 	<ul style="list-style-type: none"> • Differentiation remains a focus to cater for a wide spectrum of needs. Building/adapting resources. • Faculty strategy to encourage all pupils to bring iPads. • Learner journeys evidenced. • Learning walks to share good practice (Faculty)

<p>3.1 Ensuring wellbeing, equality and inclusion</p>	<ul style="list-style-type: none"> • Staff training now underway with 4 staff now having gained the LGBT awareness training certificate. • My own daily observations assure me that in all classes there is a calm culture of inclusion, and positive relationships are clearly evident in interactions. Duty head calls are rare and pupils are listened to. • ESB pupils now integrated successfully into the faculty in Computing and CDT and have gained confidence in IT and practical/problem solving skills. Staff looking at expanding capacity for pupils with ASN. • Staff use data including class charts, seemis flagging etc to promote inclusion in class. Staff know the pupils well and can adapt well to the differing needs of learners. • Staff provide safe spaces for learners in the form of clubs and use of faculty spaces. Equality is pushed for all including gender – eg engaging female computing students in the Dress:Code initiative. 	<ul style="list-style-type: none"> • P7 Transition opportunities • More in depth look at how PEF/CE data links to class performance and next steps to support. • Staff training opportunities • Understanding of pathways documents and protocol
<p>3.2 Raising attainment and achievement</p>	<ul style="list-style-type: none"> • Wide range of courses with a renewed focus on having suitable provisions and inclusion for all learners. Design Engineer Construct has completed its first year at level 5 and has options to be integrated in other year groups. This has had an immediate impact with 2 pupils entering a positive destination (built environment) with this subject being a factor. There is also evidence of pupils entering apprenticeships and FE related to subject. • Growing evidence of pupils making more informed course choices based on positive experiences. Skills Academy pupils choosing subjects in faculty based on S2 experience. • Staff have engaged with updated school tracking and monitoring systems. Causes for concern are regularly discussed and debated at Faculty meetings. As a result, interventions/parental conversations have taken place on a wide scale with pupils being given the chance to overcome time missed due to absence and other factors. Staff are now using this data to make links between other subjects and their own, numeracy being linked to Accountancy, and literacy impacting 	<ul style="list-style-type: none"> • Staff to continue to look at further curriculum pathways for pupils limited by numeracy/literacy • Staff revisiting BGE to streamline and enhance experiences for learners. This is based on collaborative discussion and pupil feedback. • All staff to engage with Class Charts to affect positive change • New Faculty Digital Hub underway.

on Business Management as examples. This has allowed better communication on coursing/ strategies between Tech and SFL, maths etc.

- This year all subjects have offered immersion/revision sessions prior to SQA exams. Uptake for these events has been largely positive and well received by pupils and parents.
- Pupils from challenging backgrounds continue to enjoy greater success in our faculty through practical courses and staff who are empathetic and calm even when pupils are dysregulated.

- Streamline level judgements in BGE through collaboration. Looking outwards.

Key Wider Achievement Successes 2022/23 English and Literacy

- We have worked hard to catch our virtual comparator in N5 Literacy and also hope we have maintained the edge over our VC at Level 6 Literacy. Introductory units to N5 and Higher were consistently taught across classrooms. Earlier intervention of student underachievement implemented where possible, with support from SLT. This work continues. All staff play a part in this. The main purpose of these strategies is to enable young people to improve their attainment.
- At risk senior students identified by SLT. All staff focused on engaging these young people through targeted intervention and minimising underachievement.
- BGE Coursework pupil record introduced.
- BGE curriculum content enhanced (Close Reading units, for example).
- Continued to embed use of BGE assessment tags and stickers, including digital versions in Class Notebook.
- S3 Advertising Unit integrated into S3 curriculum, with visits from outside agencies / businesses and a student project.
- Literacy Planet introduced with S1. This has been a success, with increased engagement and hard evidence of improved literacy learning.
- Improved presence on plaza and use of Clevertouch to enhance effectiveness of dept messaging. Twitter used to support this.
- Continued high numbers of students choosing to study Higher and AH English.
- One-to-one chats between AT and all Team members, discussing progress with BGE, provided clarity regarding levels of consistency and pace and challenge, and laid the foundation for changes to planning and QA processes.
- Links made with primaries in advance of a more engaged transition partnership.
- Thorough analysis of SQA data to identify strengths and inform priorities.
- Seven standardisation / moderation sessions throughout the school year.
- Discussion of SQA reports on performance in specific components at DM.
- Focus on folio as the (2022) least strong component at N5 and Higher English.
- BGE Pupil Voice conducted and shared in English Department Information document. Findings used along with those gathered through other methods throughout the session founded our new policies being implemented to improve consistency, pace and challenge.
- Consistent use of department Senior Phase attainment tracker.

Quality Indicator	Key Strengths	Areas for Improvement
<p>1.3 <i>Leadership of change</i></p>	<ul style="list-style-type: none"> • Introductory units to N5 and Higher were consistently taught across classrooms. Earlier intervention of student underachievement implemented where possible, with support from SLT. This work continues. All staff play a part in this. • BGE Coursework pupil record introduced. • New planning structure introduced and agreed by all. Text booking system implemented. • Improvements to BGE QA introduced. • BGE curriculum content enhanced (Close Reading units, for example). 	<ul style="list-style-type: none"> • Systems to improve central storage of N5 Literacy attainment required. • Consistent use of Coursework Pupil Records by all staff. • BGE QA improvements to be implemented on time and as planned.

	<ul style="list-style-type: none"> Continued to embed use of BGE assessment tags and stickers, including digital versions in Class Notebook. S3 Advertising Unit integrated into S3 curriculum, with visits from outside agencies / businesses and a student project. Literacy Planet introduced with S1. Continued efforts to embed use of Class Charts. Whole staff agreement to change to fortnightly DMs and to mark BGE with marking partners on Wednesday afternoons on a fortnightly basis. One-to-one chats between AT and all Team members, discussing progress with BGE, provided clarity regarding levels of consistency, and laid the foundation for changes to planning and QA processes. Links made with primaries in advance of a more engaged transition partnership. 	<ul style="list-style-type: none"> Consistent use of BGE assessment tags and stickers by all staff. New planning structure must translate into enhanced appropriate pace and challenge and more consistent learner experiences across our classrooms. Make the most of Literacy Planet in year 2. Consistent use of Class Charts in line with whole school policy. Align missions with Os and Es. English / Literacy transition plans to be made with primaries and activities to be carried out.
<p>2.3 Learning, teaching and assessment</p>	<ul style="list-style-type: none"> BGE curriculum content enhanced (Close Reading units, for example, and new texts with decolonisation of curriculum in mind). Continued to embed use of BGE assessment tags and stickers, including digital versions in Class Notebook. S3 Advertising Unit integrated into S3 curriculum, with visits from outside agencies / businesses and a student project. Literacy Planet introduced with S1, enhancing young people’s digital learning experience. Continued efforts to embed use of Class Charts. Consistent Scottish Texts in senior courses, ensuring young people benefit from a wide range of quality resources and a depth of shared staff expertise. 	<ul style="list-style-type: none"> S2 Elective to be reintroduced. This needs to be planned and executed. Consistent use of BGE assessment tags and stickers. Share knowledge and skills in use of Literacy Planet. Develop consistent approaches. Consistently make the most of fortnightly (depending on priorities at different stages of the session) marking sessions. Provide some greater flexibility with Scottish Texts in senior classes, towards the aim of improving attainment in this component. STs are organised to ensure same texts are not

		<p>taught in S4 and S5. (See Text Booking sheet.)</p> <ul style="list-style-type: none"> • Introduce an S3 assessment for which all students feel prepared and which will support the transition into senior phase courses. • Whole staff agreement to change to fortnightly DMs and to mark BGE with marking partners on Wednesday afternoons on a fortnightly basis.
<p>3.1 Ensuring wellbeing, equality and inclusion</p>	<ul style="list-style-type: none"> • Purchase of texts (<i>The Hate You Give</i>, <i>Ghost Boys</i>) by authors from diverse backgrounds. • Development of resources for these texts, and texts taught in class. • Development of structure for more targeted SfL / English collaboration. • Some LGBTQ texts / lessons taught across BGE. • Focus on pace, challenge and differentiation, experienced consistently across all classrooms. 	<ul style="list-style-type: none"> • Expand LP to S2/3. • Continue to develop quality and quantity of teaching resources for <i>The Hate You Give</i> and <i>Ghost Boys</i>. • Invite SfL to DMs once per half term. • Use new planning system to inject more appropriate/consistent pace and challenge into the BGE.
<p>3.2 Raising attainment and achievement</p>	<ul style="list-style-type: none"> • Earlier attainment intervention implemented where possible. This work continues. All staff play a part in this. • Coursework pupil record introduced. • Seven moderation/standardisation sessions throughout the school year. • Discussion of SQA reports on performance in specific components at DM. • Focus on folio as the least strong component at N5 and Higher. • Continued production of wide range of resources for SQA qualifications courses. Collegiate sharing of resources. • Teams pages filled with resources for senior students to access. • Supported Study offered on a regular basis. • Continued to embed use of BGE assessment tags and stickers. This includes use of tags and stickers in digital Class Notebooks. 	<ul style="list-style-type: none"> • Systems to improve central storage of N5 Literacy attainment required. • Consistent use of Coursework Pupil Records by all staff. • BGE QA improvements to be implemented on time and as planned. • Consistent use of BGE assessment tags and stickers by all staff. • Senior Folio supported study to be emphatically advertised

- S3 Advertising Unit integrated into S3 curriculum, with visits from outside agencies / businesses and a student project.
- Literacy Planet introduced with S1.

and consistently provided from September 23.

- Continue to use SQA component marks data to inform priorities.
- Consistent use of Class Charts to motivate young people and to inform parents.

Key Wider Achievement Successes 2022/23 SCIENCE

- All subjects in the science department continue to show sustained high uptake. A reflection of the attainment and positive ethos and relationships within the science department.
- Targeted interventions across all subjects positively received. Impact to be measured with SQA results – N5, Higher , AH, NPA
- STEM EVENTS- Hydrogen fuel challenge national finalists, careers hive trip, science centre, S6 stem leaders running STEM workshops in primary schools (Echline), Young STEM leaders programme, Large uptake of STEM club, Climate ready classroom- Environmental science, Marine engineers (Skills academies), MARS balloon challenge, Engineering upskilling, Strathclyde university– physics for engineers S2 girls. Hyperloop project visit, skills academies – science fair.
- Outdoor learning- S2 skills academy, AH trip Benmore, Duke of Edinburgh expedition, bronze- 47 pupils, and silver 17 S5 pupils, 8 S6 pupils Completed , scavenger hunt- Higher sciences revision activity, environmental science shoreline visits,
- Delivered environmental science and practical electronics course at SCQF level.
- ESB- formal science experience with Anna Malengou was successful.
- Science working groups: Differentiation -regular staff differentiation emails to highlight good practice, PACE GRIDS INTRODUCED across S1 and S2, ASN flipbooks and notes completed, Pace and challenge-starter and plenary activities revisited. Skills development group
- Celebrating success on science plaza board- develop class charts scientist of month.
- Pupil attainment- dual presentation used to maximise pupil attainment in S4-S6.
- Digital learner journey-sheet introduced for feedback for s1-s6.
- Implementing the UNCRC RIGHTS INTO LESSON- Signposted across S1 and S2 lesson presentations.
- Sway created for family learning – shared via classcharts before senior parents evening. Positive feedback
- Digital – VR microscopes used in dept.
- Supported students, Biology and chemistry probationer.
- Jonathan Ruse achieved lowland leader award.
- Mhara Brown achieved Hill and Moorland Leader Award
- Successful N5 Biology and N5 Practical electronics SQA verifications
- Majority of dept undertook LGBT awareness training. Three trained as staff champions.
- Fantastic pupil voice feedback from S1 and S2 STEM skills academies.
- Mhara Brown and Roddy MacLellan successfully mentored Biology and chemistry probationers.
- Pupil voice feedback across S1-S6 demonstrated how welcomed and challenged pupils felt in science.
- Learner journey in science display in department
- Science skill development is science display in plaza.
- Careers in science and promotion of inclusivity and diversity promoted and celebrated.

Quality Indicator	Key Strengths	Areas for Improvement
<p>1.3 <i>Leadership of change</i></p>	<p><u>Staff are committed to change which results in improvement for learners-</u></p> <ul style="list-style-type: none"> • Improved Curricular pathways- staff involved in development of new courses in science Staff have embraced the change positively and enthusiastically e.g.; Level NPA Science and health ran again this year. All pupils who were entered for course and attended school successfully gained their level 4 award. 	<ul style="list-style-type: none"> • SAMR model- series of lessons to be developed. • Develop and embed opportunities to focus on sustainability.

Practical electronics and environmental science both ran this year. Practical electronics was subject to SQA visiting verification. The visit was very successful, and verification was passed. A.Malengou has been involved in moderation with the practical electronics teacher, Jonathan Ruse. This has developed Anna's skills in this area as well as building capacity in the science department.

- Department rose to the challenge of a change in curriculum model very well-
- Department adapted and utilised the new tracking system well- this enabled us to embrace a much higher level of data lead analysis and monitoring which identified issues and will hopefully have led to better attainment (in many areas it already has as pupils are already being accredited for SCQF units.)

Collaborative working promoted.

- Environmental science collaboration with Geography was positive experience. This will continue this year.
- Within science -staff work very well In smaller teams within faculty e.g.: skills academy , STEM club, Young STEM leaders, Practical electronics and environmental science teams. This was expanded further this year with the creation of three working groups- Differentiation, pace and challenge and skills development. These groups have taken development forward and will continue to do so next session. There is great momentum and enthusiasm for change amongst teaching staff in science.

Staff have high expectations of all learners and support learners to understand the vision and values of the school-

- Positive and supportive environment within science – staff meet and greet pupils. Commented upon by SLT during learning walks and day to day observations. This ensures that the department is calm and provides a safe, purposeful, and engaging environment for learners. This has been evidenced by the overwhelming positive pupil voice feedback received . This has been shared with the science team and pupils (display in science plaza)
- All staff are committed to consistent high expectations of our young people and use class charts positively and to flag areas of concern.
- Staff engaged positively with Classcharts and the positive behaviour strategy of the school. Staff use scripted conversations when challenging expectations.

Staff know their pupils well in order to meet their needs.

- Interest group data e.g.: LAC/LAAC/PEF etc is included in tracking spreadsheets to ensure that barriers to learning were removed and timely interventions planned. This ensures the highest possible attainment of pupils at risk of leaving S4 -S6 with few NQ's. Staff and CL

- Pupil feedback has been used to identify improvement priorities in BGE lessons.
- Engage in collaborative classrooms.
- Development of both practical electronics and environmental science in light of experience this session

	<p>work together with PSL and DHTs to ensure that attainment is maximised through regular dialogue and parental communication. No pupil dropped down SQA levels this session . Exceptions were pupils for whom parental requests were made. CI introduced a CL check in for Care experience pupils whereby the CL sought of these pupils in their science lessons in order to build positive relationships .Recognise success and provide support.</p> <ul style="list-style-type: none"> • Introduction of celebrating success virtual display on plaza boards-effective communicator, contributor , top scientists- Pupils are engaged with this and enjoy seeing their success celebrated. 	
<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. • Staff are upskilling as part of their CLPL in the use of digital technologies – using a range of apps on the iPad already.M.H has developed a Minecraft game which can be used in BGE science lessons. • Practical lessons are varied and include support and challenge e.g.: ASN flip cards for practical’s. PACE grids were introduced by the differentiation working group as was a two weekly differentiation top tips email which SS is sending out. Skills resources are still being modified and developed by the skills development working group. <p><u>Leadership of learning</u> is being encouraged amongst pupils and staff are giving pupils the opportunity to lead learning e.g.: research and investigation reports, self-directed revision etc.</p> <p><u>Staff used an excellent body of assessment evidence to support their assessment judgements and to make decisions and inform discussions over a pupil next steps.</u></p> <p>1.SQA verification successful for N5 Biology and practical electronics 2.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 E’s and O’s.This helped to challenge pupils and identify pupils on track for course award, units only and N4 course award and level 5 units.</p>	<ul style="list-style-type: none"> • Development of skills resources • Feedback sheets S1-S6 digital • Look to trialling audio feedback for learners. • One note training for Learning Journey sheet • Development of lessons using SAMR model in BGE • Learner conversations /feedback planned into timelines for S1-S6- part of CL QA process. To ensure robust QA and consistency. • Tracking of skills development • Increase opportunities for pupils to lead learning – look at BGE course in science and subjects. • Science working groups to continue to work on differentiation resources and strategies as well as developing lessons to ensure that there is pace and challenge. • Review our assessments in BGE science- look to develop

	<p>Investigation reports and research reports – scaffolding and level rubric grid helps learners to decide what level they wish to produce report at. Clear criteria on grid to allow learners to know what they have to do to be successful. <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- Record sheet and pupil assessment folders for the senior phase -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 	<p>alternative forms of assessment.</p> <ul style="list-style-type: none"> • Plan skills-based interventions in collaboration with other dept e.g.: Physics and maths (numeracy)
<p>3.1 Ensuring wellbeing, equality and inclusion.</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. Created of practical flip cards for use during practical's and ASN notes for use in classroom for all 12 topics across S1 and S2. • LGBT- displays and staff champions in dept. • All staff engaged and reflected on Nurture 40 day pledge and forming positive relationships CAT sessions • 10 science staff engaged and completed LGBT awareness training and 3 are Staff champions • Staff using LGBT resources to help in classroom. <p><u>Staff are sensitive and responsive to the wellbeing of all pupils.</u> Staff use well-being indicators when making referrals and in completion of well-being concern forms Anna Malengou signed up for MVP training.</p> <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.: SIMD, lac/laac/ PEF etc, on Tracking and monitoring system in • order to track attainment, plan targeted support and remove barriers to learning and ensure highest 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. • CI class attainment meetings took place to ensure any concerns were addressed in a timely manner. This ensured the highest possible attainment for these pupils. 	<ul style="list-style-type: none"> • Review interventions and evaluate success after exam results in August. • Development of family learning sway to include timelines and curriculum maps. • Run a family learning event in science for families who face barriers to learning. • Continue development of teaching resources to improve differentiation and pace and challenge. • Incorporate UNCRC into curriculum. • CL tracking spreadsheet for targeted groups

	<ul style="list-style-type: none"> • Interventions – targeted interventions (some group, some individual) took place across all three sciences to ensure that no pupil left the department without attainment in a science subject. • Dept work very well with SFP TEAM • Excellent support at s1 open evening and P7 tour of depts- lots of science staff touring and /or welcoming pupils into department. Very welcoming team. 	
<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 e.g.; 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) • Class attainment meetings- CL had one to one discussion with each senior classes teacher to discuss concerns, strategies used ad next steps to maximise pupil attainment. • Teachers used data provided to analyse pupil performance across the pupils’ subjects for learners in their classes. They used this to identify areas of concern and look for patterns e.g.: N5 and H physics staff found that all those struggling in physics were struggling to pass N5 maths/apps of maths (in S4, S5, S6) and this was also the case in Higher. As a result, teaching strategies were adapted to address the issue by working on numerical problem solving skills as a focussed intervention within these classes. • Senior assessment folders held for SQA level assessment evidence. <p><u>Attainment of pupils at appropriate levels –</u></p> <ul style="list-style-type: none"> • Many pupils exceeded these levels eg:Pupils dual entry (N4 course ward and L5 units) .SCQF level entries at Level 4-7, (for units only and units as back up in case of grade achieved being lower than a grade D in SQA exam. Several pupils moved up a level from N4 to N5 in all subjects. <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"> • Planned learner conversations s1-s6. • One note learning journey sheet. • Improving data literacy- Edinburgh learns course- 3 members of team attending. • Use of data- tracking average mean band (minus own subject) to spot differences between band in your subject and average band across other subjects . Early identification of issues to allow earlier interventions. • BGE moderation consistent across year (Looking outwards , I started working with Newbattle HS last session) • Transition with primaries- look to build on this year and run a science project/workshop with cluster primaries

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| | <ul style="list-style-type: none">• Excellent communication and collaboration with sfp leaders to ensure pupil attainment is maximised.• Communication with parents to support and challenge.• Young STEM leaders (S6 pupils) ran Transition workshops with Echline primary. | |
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Key Wider Achievement Successes 2022/23 EXPRESSIVE ARTS

- Art AH Folio – 100% achieved. Used as SQA example and RSA winner.
- Various concerts and performances taken place throughout year across Music & Drama (Christmas Showcase, S3 Cluedo night, Spring Fling, School show).
- Successful trips across faculty – Drama London trip, Art Dundee trip
- Development of extra-curricular activities – Choir, Drama club, School show, Music club, Art club
- Rotary Club Competition
- Introduction of Skills academy to Art
- Positive destinations – Art: Dundee Art School, Napier, Galashiels & Aberdeen. Drama: QMU, Music: Conservatoire
- New courses have been added onto the next school year subject choice eg Photography

Quality Indicator	Key Strengths	Areas for Improvement
<i>1.3 Leadership of change</i>	<ul style="list-style-type: none"> • Inclusion – Pupils from a range of levels are able to access courses that have been created for them within the faculty eg ESB. This also includes having these pupils incorporated into mainstream classes. • School values have been embedded into classes. • High expectations of school policies and implementing them with low tolerance. • RRS – Pupil voice forms to discover what pupils enjoy/don't enjoy about the course, etc. 	<ul style="list-style-type: none"> • Continue to be consistent with classroom policies – behaviour, mobile phone, etc. • Develop relationships within the faculty to strengthen relations due to lots of changes in staff/department set ups.
<i>2.3 Learning, teaching and assessment</i>	<ul style="list-style-type: none"> • Clear TMR used across faculty to track progress and behaviour to aid reporting. Tracking also uses benchmarks to keep record of what is achieved. • Multiple forms of assessment are used – formal/informal, peer assessment, formative, summative, verbal • Lessons are clearly differentiated by outcome and task – this is evident by the range of pupils that are able to access EA subjects. 	<ul style="list-style-type: none"> • All departments will need to adapt courses to re-introduce missing parts that have returned to SQA courses. • Look at how we can provide suitable courses for ESB students – potential new course set up eg N2 Creative Arts • Look at using digital learning more confidently – iPads used for documents instead of paper, using available apps when appropriate to help with learning. Utilise Teams to benefit L&T.

<p>3.1 Ensuring wellbeing, equality and inclusion</p>	<ul style="list-style-type: none"> • Lesson created that focused on the ‘right of the month’. • Lessons have been created to focus on equality and inclusion issues throughout the year – pride month, black history month, International woman’s day, trans awareness week. • Resources have been updated to incorporate more awareness of cultural diversity as well as highlight social and political issues (eg cost of living). • Faculty provides safe places within and out with class teaching time for pupils. 	<ul style="list-style-type: none"> • Continue to create classroom settings that are safe and inclusive to all pupils and staff. • Create opportunities through extra-curricular activities to for pupils to develop their creativity and other skills. • Develop potential new courses that can be accessed by a wider range of students in the school eg NPAs.
<p>3.2 Raising attainment and achievement</p>	<ul style="list-style-type: none"> • Literacy and numeracy is purposefully embedded within all subjects. This also demonstrates the need for literacy and numeracy across a range of potential career paths. • Every term pieces of work from each year group are displayed to demonstrate pupil achievements (Art) (tip-top of the term owned by LC). • Social media is used to display pupil achievements whether in school or extra-curricular activities – pupils show 	<ul style="list-style-type: none"> • Look at introducing a faculty approach to celebrating success in all subjects. • To continue to have high expectations of learning within all subjects. • Use T&M to highlight pupils not accessing courses and look at supports/resources can be used to help. • Look into adding alternative courses to curriculum in the future to build numbers in faculty.

Key Wider Achievement Successes 2022/23 Maths

- We have increased presentation numbers for S4 National 5 Maths and Applications of Maths.
- We maximised the opportunities to certificate young people through targeted presentation of S4 pupils for N4 Maths, N5 Numeracy and N5 Maths where appropriate.
- Many of our staff supported young people in the attainment hub to achieve and evidence their full potential in maths.
- Increased parental engagement through showcasing of resources at S1 Information Evening, Numeracy evening and Class Charts communication. Positive feedback from parents about our early notification of assessments through class charts.
- We increased the number of Transition events - P7 Competition Day, Shared Classroom experiences and planning meetings with primary colleagues.
- Pupils and staff enjoyed our S2 Enrichment course - used to explore maths outside the BGE curriculum and provide early opportunities for achievement of numeracy units.
- We enhanced the provision of supported study clubs, including multiple opportunities at lunch times and after school.
- We implemented a range of faculty targeted and early interventions in order to support our pupils to maximise their attainment.
- We increased opportunities for outdoor learning.
- We celebrate pupil success via 'Pupil of the month' (displayed in the maths department) and Class Charts.

Quality Indicator	Key Strengths	Areas for Improvement
<p>1.3 <i>Leadership of change</i></p>	<p>The new school vision has been embedded into our practice including having high aspirations for our learners and promoting positive behaviour initiatives.</p> <p>We organised into smaller teams within the faculty to improve our courses and assessments. We have all shared in the moderation of these activities, which has enhanced the quality of our materials.</p> <p>We have reviewed and evaluated our strategies for differentiation, pace and challenge in the BGE, and through tracking and monitoring have improved our class structure.</p>	<ul style="list-style-type: none"> ● We plan to review our vision and values as a mathematics faculty, and identify our best practice that we can share with other schools by looking outwards. ● We plan to focus more on sharing good practice both within and out with our departmental meetings.
<p>2.3 <i>Learning, teaching and assessment</i></p>	<p>Successful Implementation of learner conversations, leading to improved understanding of progress and next steps.</p> <p>Improved moderation of senior assessments, leading to more balanced assessments, improved pupil feedback process and better preparation for the final exam.</p> <p>Incorporation of the IPAD's into our lessons – use of Teams pages, interactive games, and enabling pupils to work on suitably challenging work most appropriate to their journey.</p>	<ul style="list-style-type: none"> ● We will continue to improve differentiation, pace and challenge through a detailed review of our resources and through participating in appropriate CPD ● We plan to develop our digital strategies to enhance the digital experience pupils receive.

	<p>We have improved how we share differentiated materials through the departmental Teams page to better impact on the pupil experience.</p>	<ul style="list-style-type: none"> • We are planning multiple moderation activities including jotter sampling, assessment moderation and professional dialogue in relation to achievement of a level and working grades.
<p>3.1 Ensuring wellbeing, equality and inclusion</p>	<p>We know our pupils and use the information provided through Seemis and Class charts when planning learning activities.</p> <p>We promote a calm and purposeful learning environment, classes welcomed at the door, and we have regular check ins through the lesson and a range of activities to inspire engagement.</p> <p>We undertook whole school training on UNCRC, LGBTQ and Nurture approaches and use these in our practice.</p> <p>We continue to work closely with PSL's, WBH and SFL to ensure young people are supported and achieve qualifications in the senior phase.</p> <p>Regular use of Class Charts and other parental contact used to promote positive behaviour, celebrate success and share next steps where suitable.</p> <p>A wealth of support offered in the form of help in class, supported study, lessons and revision resources uploaded to the class Teams pages.</p> <p>Pupil of the Month display in the Mathematics corridor to celebrate success.</p> <p>Lesson Examples are diverse to ensure all genders and race are included.</p>	<ul style="list-style-type: none"> • We plan to implement a new department behaviour policy, in line with the whole school policy in order to improve the learning environment for all •
<p>3.2 Raising attainment and achievement</p>	<p>Numeracy levels in the senior phase are effectively tracked with successful interventions contributing to an improving picture compared to the Virtual Comparator.</p> <p>Pupils are given a range of opportunities to achieve the highest level of numeracy qualification they can by the end of S4, including interventions where needed.</p> <p>Positive presentation policy leading to increased presentations of S4 N5 Maths and Higher Maths.</p>	<ul style="list-style-type: none"> • We plan to implement intervention strategies even earlier this coming session in order to maximise the opportunities for pupils to achieve their full potential.

Targeted interventions of S4 pupils for N5 Maths and S5 pupils for Higher Maths contributed to improved results in final assessments and provided pupils with the opportunity to improve upon their estimated grade through the evidence they generated.

Staff have engaged with updated school tracking and monitoring systems allowing early interventions put in place.

Key Wider Achievement Successes 2023/24 – Pupil Support Team

- Successful feedback from City of Edinburgh Inspection
- ASL service – working with staff to support anxious non-attenders (zoo group, 1-2-1 in local library)
- Engagement with RUTS (Lifeguarding, CSCS card, Motor-Biking etc)
- PSG – regularly reviewing target groups to reduce attendance concerns, exclusions.
- Positive working relationship with Educational Psychologist
- Positive working relationship with EWO
- Circle – increase of referrals to Coral Donaldson
- Liaising with school nurse to support young people (e.g. LIAM, 1-2-1s for mental health)
- Understanding Mental Health and Employability award certificated courses for S4/5 to further attainment – partnership with CR Smith delivering Employability training.
- Completion of UCAS (46) and College applications and increase of positive destinations.
- Relationship with partners such as Finance Team, CR Smith
- Michael Fong, Gillian Ross – with leavers
- Local Area Coordination Team – referrals for transitions and travel training.
- Building opportunities with Enable Scotland and liaising with Connor.
- Regular YPPMs to support and plan for young people – and minute taking.
- Updating of Class Charts interventions and strategies to increase awareness of student needs
- Wellbeing Concern and wellbeing indicators to protect young people
- Level 4 Child Protection
- Working successfully with CLs to increase attainment through targeting young people who are off track
- Work with Police Liaison Officer
- S1 Transition
- 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
- Heriot Watt, Napier and Edinburgh University events
- LEAPS engagement
- Verification for Certificated Courses and verification
- Developing Equalities throughout BGE courses
- Updating RSHP Health and Wellbeing courses
- Production of further PSE course materials
- Introduction of Rights Respecting ‘Right of the month’ into lessons
- PSL staff training in LGBT/Equalities
- Supporting identity and ethos through uniform
- Detention duties – rota shared with staff - engaging young people and developing relationships.
- LAC student leavers all got positive destinations.

Quality Indicator	Key Strengths	Areas for Improvement
1.3 Leadership of change	<ul style="list-style-type: none"> • Staff have consistently high expectations of all learners – drive for increase in qualifications (personal development and mental health) to increase positive insight data. • PSLs supporting student voice on wider achievement, ethos, mental health and wellbeing and ongoing review of the vision, aims and values of the school through surveys in PSE. • Through variety of topics covered in PSE Curriculum, we offer opportunities for learners and staff to regularly engage in critical and creative thinking. • Leadership opportunities – staff given opportunities to gain PSL experience through a mini-caseload of students in GIRFEC process. 	<ul style="list-style-type: none"> • Opportunities to further promote equity and raise attainment for all children and young people. • Maximising opportunities available to support peer collaborative learning through classroom observations in PSE.
2.3 Learning, teaching and assessment	<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. • Tracking and monitoring are well-understood and used effectively to secure improved outcomes for all learners, including the most deprived children and young people and those who are looked after. 	<ul style="list-style-type: none"> • Tracking and monitoring to be reviewed monthly at house meetings to increase opportunity of early intervention.
3.1 Ensuring wellbeing, equality and inclusion	<ul style="list-style-type: none"> • Through PSE the whole learning community has a shared understanding of wellbeing and the children’s rights • We promote a climate where children and young people feel safe and secure through positive relationships with PSLs and PSOs. • Through GIRFEC attendance, daily communications with parents/carers/staff/external agencies we know the steps we have taken have improve outcomes for children. • PSLs, SLT and partners take due account of the legislative framework related to wellbeing, equality and inclusion for example through bespoke individualised timetables • Worked with EDGE group to ensure young people are knowledgeable about equalities and inclusion and feel able to challenge when they come across it. Increased confidence and opportunity to report to QR Code system. 	<ul style="list-style-type: none"> • Increasing incorporation of UNCRC right of the month within every PSE lesson. • Embed use the wellbeing indicators as an integral feature of school life and built into PSE curriculum. • Increase communication through weekly house minute updates to be sure staff guidance is fully relevant and up to date. • Closely monitoring PEF 23/24 plan, PSO interventions through group work and 1-2-1s targeting individuals facing barriers to learning, including poverty.

<p><i>3.2 Raising attainment and achievement</i></p>	<ul style="list-style-type: none">• Almost all young people are successful in moving on to a sustained positive destination on leaving school – insight data displays significant strength in this area.• Regular learner discussions in PSE/Profiling/PSL individual discussion encourages awareness for young people leading into decision-making about their learning pathways and future career aspirations.	<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.• Increase of student voice to empower young people to have a say in the quality of their learning experiences in PSE and how to improve.• Increase attendance, reducing anxious non-attenders through PSL/PSO and Partner interventions.
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Key Wider Achievement Successes 2022/23 FACULTY: Enhanced Support Base

Successful Learners

Achieving

- Dynamic Youth Awards have been introduced and our 'Cooking Around the World' project was submitted for accreditation.
- Achieve Enterprise Project: successfully completed introducing learners in the business world of work.
- DoE profiles have been set up and introductory work has started.
- Skills Academy: learners have enjoyed the opportunities offered by Gray and Gold. They have developed their skills and experienced great enjoyment.
- Preparing for life: considerable work has been done on life skills; road awareness, shopping, and cooking.
- Executive Function Skills programme has been introduced.
- Life Skills Maths Nat 2 has been completed by all.
- Maths: some learners have completed Nat 3 and Nat 4
- Literacy: all learners have completed Nat 2. Some have completed Nat 3
- Learners explored their interest and understanding of digital work by participating in "Coding" and "Website building" workshops.
- Learners were given the opportunity to learn about but also get a chance for hands on experience during a workshop on Drones.
- Learners have increased their engagement in schoolwork and qualifications resulting in completing various Nat2-Nat4.
- Emotion Talks intervention has supported learners in developing their understanding of emotions and social situations that is then reflected in their daily interactions.
- ESB learners have increased their independency or are totally independent during transitions.
- Consistent self and adult evaluation system was introduced and followed informing next steps in learning.
- A learner who was managing only 2 hours per day of school, moved to ESB and in two weeks he moved to a full-time timetable that he successfully follows it ever since.
- Positive post school destination achieved by our one S4 leaver.

Nurtured

- The ESB Faculty following the nurturing ethos of the school has embedded a nurturing approach that is evident and promoted in the relationships between all parties involved: staff, learners, families, and external agencies.
- Sensory input is integrated within the day with evident positive impact on learners' self-regulation.
- Ethos in room is positive reflecting the "work hard" – "be kind" school values.

Responsible Citizens

Healthy

- Relax Kids intervention has helped all learners develop self-regulation strategies that they now independently or with minimum prompt applied as appropriate.
- Social Thinking intervention: learners have been exposed and continue to try various self-regulation tools.
- Thera pet Fern is visiting the learners weekly, providing them with an opportunity for self-regulation that contributes to better mental health.
- Learners participated in school Assemblies.

- Relationship and Sexual Health and Parenthood Education was included in the ESB curriculum.
- Learners have shown resilience when there was a change in staff.

Safe

- International Women's Day: lesson delivered covering inequalities and discrimination and learners discussed and expressed their views.
- LGBT History Month and Purple Friday: activities introduced learners to LGBT history month and what purple Friday represented. Pupils were encouraged to wear purple to show support.
- UNCRC: articles were discussed monthly and were reflected upon.

Effective Contributors

Responsible

- Edge group: two learners got involved in the preparation of the Neurodiversity Assembly and had input sharing their ideas and taking over some responsibilities.
- Sponsored Walk to help raise funds for the school whilst providing learners an outdoor learning experience to help improve mental health.
- A learner took initiative and leadership in organising a Christmas door decoration initiative across the school.
- Leadership opportunity offered and taken by learner during Reverse Career Fair opening up and taking part to wider school community.
- All staff learners have a very clear understanding of the core school values: Work Hard and Be Kind.

Included

- Learners took part in various school clubs: Lunch club/ Drama club/SHE girls' group.
- Several learners have increased their attendance in their mainstream classes successfully.
- ESB classes were offered by specialist teachers in P.E., Science, Social Subjects, French, Art, Drama, Computing, CDT, Outdoor Education. These lessons offered a differentiated and adjusted to ESB learners' level curriculum that benefitted them. They also enhanced teachers' understanding of their ASN.
- Care experienced and PEF identified learners are closely monitored monthly and appropriately supported.
- Learners were offered the opportunity to attend the Panto "Snow White" in Edinburgh Festival Theatre with no cost involved.
- VSP project has been completed in ESB department.
- Consistent, individualised structure for every lesson was introduced and followed by all teachers in the department leading to increased predictability of learning episodes.
- Pathways finder Fair was organised by ESB department in collaboration with DYW worker. Other ESB departments attended.
- ESB lead has created links with Capital Theatres, DYW worker, Career Advisor, Community Police Officer, Circle organisation, other ESB leaders, ASL, DYW Project Officer: JET Academy, North Berwick HS that support planning for learners.
- ESB QHS Open Day was organised successfully. Feedback was sought and gathered to inform context of next open day.
- Learners from around the school come and support ESB learners resulting in a more inclusive environment.
- Some ESB learners spent their breaks with mainstream peers.

Confident Individuals

Respected

- Faculty worked closely with DYW worker, Career Advisor and Pupil Support Leaders supporting and planning for learners’ best course choices and pathways around the world of work.
- Pupil voice: self-evaluation form was introduced and forms an integral part of learners’ day. It allows for their voice to be heard and listened to. Their views are reflected in the Weekly planning.
- Learners’ views were collected before each YPPM.
- YPPMs took place regularly and carers had the opportunity to be heard and involved in decisions.
- Consent from learners/carers was sought before implementing Relationship and Sexual Health and Parenthood Education.

Active

- A trip in “Jump In” trampoline centre was organised and funded by money raised during fundraising.
- Outdoor Learning was an integrated part of the curriculum.
- ESB learners were offered a weekly swimming lesson as a group.
- Sensory circuit was introduced twice per day for some of the learners to boost their energy and provide an opportunity to release pressure.

Quality Indicator	Key Strengths	Areas for Improvement
<p>1.3 Leadership of change</p>	<ul style="list-style-type: none"> ▪ Morning Group time led by learners. ▪ Timetable what it looks like ▪ Structured lessons ▪ Visual calm and nurturing environment ▪ Consistent use of emotion talks and self-regulation tools. ▪ Appropriate use of sensory room ▪ Several learners come to ESB to develop personal skills and to socialise inclusion. ▪ Pupil led planning of learning: Listening to learners’ ideas. ▪ Embedded values of working hard and being kind ▪ Staff know their pupils well in order to meet their needs. <p>Learners and any concerns that arise are discussed in DM being an integral part of the agenda.</p> <ul style="list-style-type: none"> ▪ Positive and supportive environment within ESB. <p>Environment has been adjusted to meet the needs of the learners; distraction items have been removed/stored away, Visual Support Project has been implemented, Sensory Room has been upgraded with the purchase of relevant items such as tents, sensory carpet, light cubes etc, stools to support ADHD needs are being used.</p>	<ul style="list-style-type: none"> ▪ Develop a shared vision, values and aims in the faculty in line with the nurturing approach, Angela Morgan’s report and the school values. ▪ Improve consistency of noting down everything on Class Charts. ▪ Increase the quality and quantity of digital experiences for young people as we work towards the digital schools’ award. ▪ Opportunity for staff to regularly engage in critical and creative thinking in the form of a scenario and appropriate course of actions in every DM. ▪ Raise staff’s skills and understanding of ASN in ad hoc situations/DM. ▪ Introduce class meetings where learners can voice their opinions/ideas in a structured way.

		<ul style="list-style-type: none"> ▪ Introduce celebrating success displays near ESB classrooms. ▪ Develop the curriculum to include learning for sustainability.
2.3 Learning, teaching and assessment	<ul style="list-style-type: none"> ▪ Pace and challenge ▪ Aware of needs ▪ Differentiated teaching/resources with support from PSA and PSO ▪ Assessments done: SEAL, Single Word Reading Test, Single Word Spelling Test, Code Cracker, SRA test, SRE checklist. ▪ Maths Nat 2 ▪ Literacy Nat 2 ▪ Self-evaluation ▪ Morning check in ▪ Structured lessons. Consistent structure by teaching staff in ESB ▪ Learning styles: 1:1, games, problem solving, role play, small groups ▪ PSA supported to provide support. ▪ Sex Ed 	<ul style="list-style-type: none"> ▪ PSO trained in ASD, SRA programme. ▪ Seal / Numicon training ▪ IT: embed in most lessons in a differentiated way e.g. immersive reader ▪ Look at more opportunities to enhance pupil's experience ▪ Learning Conversations ▪ Structure of lesson to be followed by all teaching staff that have an ESB class. ▪ Start work in independent travelling.
3.1 Ensuring wellbeing, equality and inclusion	<ul style="list-style-type: none"> ▪ Reasonable adjustments are being made to promote learners' wellbeing; more relaxed use of the school uniform to support sensory needs; energy drink permitted for a learner; movement breaks allowed; late start and earlier finish time for some learners is agreed; flexible timetable for a learner. ▪ ESB learners now participate in Assemblies. ▪ ESB learners are offered opportunities to join different groups and clubs; lunch club in SfL; drama club; girls club. ▪ Path Finder Event organised for the 1st time in QHS: supported learners and families to explore past school positive destination opportunities for learners with ASN. 	<ul style="list-style-type: none"> ▪ Use class charts more consistently. ▪ Morning coffee ▪ Enterprise project ▪ Share learning ▪ 4-5 learners to participate in morning group time. ▪ Assembly led by ESB. ▪ Newsletter termly linked with SHANARRI indicators. ▪ Continue to develop differentiation within the faculty and the appropriate challenge.
3.2 Raising attainment and achievement	<ul style="list-style-type: none"> ▪ DoE Award profiles set up and work started. ▪ All learners achieved Nat 2 in Literacy ▪ All learners achieved Nat 2 in Numeracy ▪ 2 learners achieved Nat 4 in Maths ▪ 2 learners achieved Nat 4 in Literacy ▪ 1 learner achieved Nat 4 in Geography 	<ul style="list-style-type: none"> ▪ Trained in Achieve awards. ▪ Outdoor ed ▪ Independent travelling ▪ Visualized tracking system to be introduced for Literacy,

	<ul style="list-style-type: none">▪ 1 learner achieved the Professional Cookery▪ 10 learners completed the Achieve Enterprise Project▪ 10 learners completed a section in Dynamic Youth Award	Numeracy and HWB for Early, 1 st and 2 nd level.
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Key Wider Achievement Successes 2022/23 Support for Learning

Very strong link with Enable Scotland – supported the delivery of Youth Achievement Award. Two pupils managed to secure employment through contacts that were made.

Bespoke programs of work created to accelerate literacy levels pupils with significant ASN, pupils either complete return to class or have had number of necessary SfL interventions reduced

Link with Green Team – senior pupils really enjoyed this experience

Link with Hopetoun House Park Ranger – can look to capitalise on this in future

Development of Nurture groups, 2 PSOs and one PSA now trained. 4 groups ran throughout the year.

Worked with Maths, to introduce SEAL groups to S1 and S2

Feedback from the council visit was positive.

Worked with Screen Education Scotland - group of young people short film on theme of anxiety

Completed Barnardos Skills program with group of S3s

Emotional Regulation group developed to run with S2s

Neurodiversity week

Enhanced Transition – Expansion to three different types of groupings

Quality Indicator	Key Strengths	Areas for Improvement
<p><i>1.3 Leadership of change</i></p>	<ul style="list-style-type: none"> • The value of respect is embedded in our daily practice. Evidenced by pupil evaluations and pupil feedback collated on Pupil Voice Tools • Nurturing creativity- we employ personalisation and choice for young people on alternative timetables. For example- using film to develop teaching practice project in Emotional Regulation group. Pupil's have autonomy to choose which National 2/3 units they wish to achieve. • Use of information from primary schools, data and views gathered from staff, transition teacher, parent/carer forms and Pupil Voice Tools is used to plan specific and appropriate interventions 	<ul style="list-style-type: none"> • Currently pupils are tracked through reading levels but we would like to build a more holistic tracking SFL system to provide richer data. Combine data from different SFL interventions.
<p><i>2.3 Learning, teaching and assessment</i></p>	<ul style="list-style-type: none"> • Personalisation and choice are woven through interventions such as Reading Recovery programme, Emotional Regulation and the Alternative Timetable programme. Pupils are working at the appropriate level of challenge and their own interests are being used to motivate them. 	<ul style="list-style-type: none"> • Strengthen links with faculties to build programmes of work to support learners in the Senior Phase who need Alternative packages of learning

<p><i>3.1 Ensuring wellbeing, equality and inclusion</i></p>	<ul style="list-style-type: none"> • Rights Respecting Values are promoted, taught and celebrated in SFL • Nurturing and restorative practices are promoted across the department • SFL actively contributed to the school's celebration of Neurodiversity Week, Mental Health Awareness Week and Rights Respecting events throughout the year. 	<ul style="list-style-type: none"> • Build on work related to Neurodiversity week • Make it more explicit to young people when we are seeking their views and how we are acting upon them ('You said, We did' board)
<p><i>3.2 Raising attainment and achievement</i></p>	<ul style="list-style-type: none"> • Collaboration with Enable Scotland and other outside partners for young people to gain Youth Achievement Awards • Senior Phase pupils heavily supported to achieve N4 and N5 qualifications and units • Establishment of S1/ S2 SEAL group to raise attainment of numeracy 	<ul style="list-style-type: none"> • Support in Senior Phase for pupils with ASN

Key Wider Achievement Successes 2022/23 Wellbeing Hub

Outdoor Learning – Has created strong group relationships and built skills they will be able to use for life.

Gym group – Has developed mental and physical fitness in pupils. By working closely with PSO have ensured they used equipment safely and support each other doing this. Pupils also have been able to talk openly about feelings when they have been in gym.

Breakfast – Pupils took responsibility in cleaning and knew they had to sit together to eat. Created a good community feel. Pupils learnt to be respectful and was something pupils looked forward to every week.

Therapet – Some pupils enjoy taking dog outside as it gives them a break from class reading whilst the dog is in the room can help to regulate pupils.

Leadership group – pupils worked with PSO learning refereeing skills which helped with leadership. Skills were explicitly explained to them so they were aware of the skills that they were developing and how they could explain these skills.

1:1 sessions – pupils have 1:1 sessions with WBH lead, PSO or PSA in these they developed positive relationships with staff and have meant that pupils can be made aware of the needs of engaging in conversations around behaviours. In these sessions a variety of things have been able to be completed such as going through class charts, Pupil Voice Tool and self-regulation techniques.

Sports sessions – Pupils have time outside to work on skills related to sport and get time outside this has allowed pupils to regulate emotions at critical times in the day whilst engaging in positive conversations with pupils and staff.

Bridge 8 – Pupils where they were able to build on teamwork and leadership skills and build resilience.

L&T - team teaching – WBH lead team teaching with English department allowed pupils to attain National 4 English

Quality Indicator	Key Strengths	Areas for Improvement
1.3 Leadership of change	<ul style="list-style-type: none"> • Implementation of whole school nurture • Develop new roles for Wellbeing Hub learning space in school and have clearly defined spaces • Use of Class charts to develop good dialogue and feedback with parent/carers and pupils 	Work closely to improve work with supporting S1 – S3 improve literacy and numeracy
2.3 Learning, teaching and assessment	<ul style="list-style-type: none"> • Team teaching with English to support attainment for National qualifications • Working closely with outside agencies to develop key skills in young people • Completed SWRT and SWST with all WBH pupils to correctly identify literacy levels. 	Widen the breadth of partner agencies working with our pupils <ul style="list-style-type: none"> • Develop L&T strategies with mainstream subject teachers to support at pathway 1

<p>3.1 Ensuring wellbeing, equality and inclusion</p>	<ul style="list-style-type: none"> • Regular Wellbeing pupil voice forms completed with pupils accessing Wellbeing Hub • Created bespoke lessons on Wellbeing, and equality topics that evoked discussion amongst pupils and targeted equality issues. 	<ul style="list-style-type: none"> • Embed UNCRC plan with Wellbeing Hub pupils. • Improve tracking of interventions to improve pupils Wellbeing.
<p>3.2 Raising attainment and achievement</p>	<ul style="list-style-type: none"> ○ Pupils accessing Wellbeing Hub achieving at least five National 5 qualifications ○ Increase in literacy and numeracy levels in pupils accessing Wellbeing Hub ○ Development of National 5 literacy and numeracy skills for Wellbeing Hub pupils 	<ul style="list-style-type: none"> • Work closer with a wider range of departments to develop closer links to improve attainment • Build on skills earlier in school development