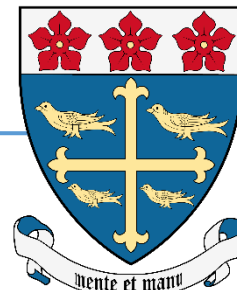


Queensferry High School

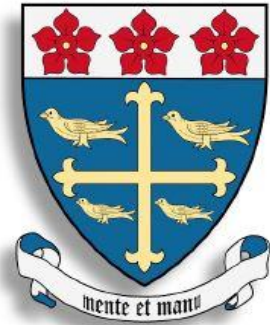
Standards and Qualities Report

Session 2023-24



“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 2023/24.

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. 2023/24 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.

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

We have had such a fantastic (yet busy) year following our school inspection that went so well. This year, we are introducing even more new courses including Hairdressing, Construction, Hospitality, and Professional Cookery, whilst continuing to expand our skills academies and develop even more exciting partnerships. Notably, our collaborations with Bridge 8 and Port Edgar will enhance the outdoor learning opportunities available to our young people. I am more excited than ever about the future of our school and the opportunities available to our young people.

- 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 aim to convey summary information as to key work undertaken in 2023/24 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 2024/25 will be published on our website shortly.

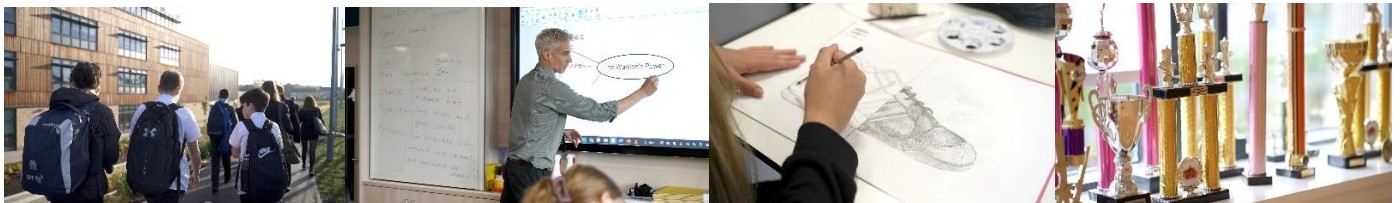
There is very good reason to be exceptionally proud of our learners across the school. Reflection on the past year only fuels excitement about what is to come in session 2024/25 as we work to maximise opportunities, experiences and, consequently, achievement for all of our young people, regardless of 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

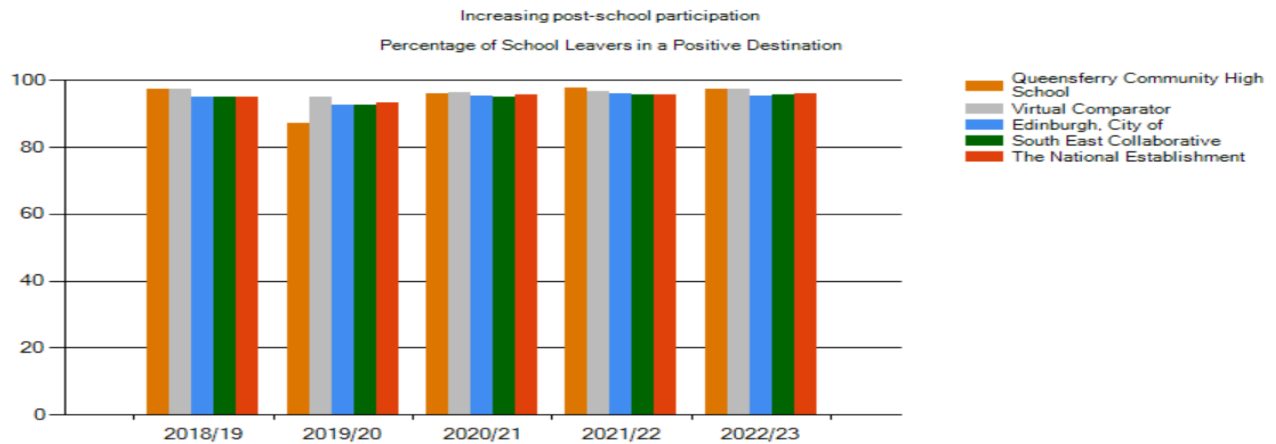


Attainment, Achievement, Destinations, Attendance & Exclusions

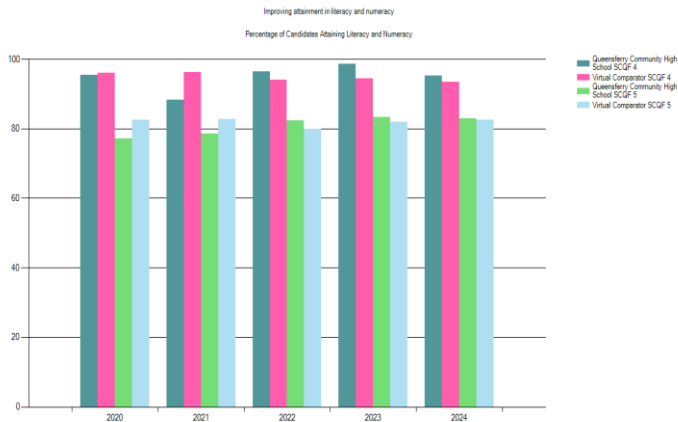
Attendance – At the time of writing our overall attendance figure is 91.2% vs the national figure of 87.7%

Exclusions – In Academic session 2023/24 QHS had 8 exclusions vs the national figure of 22.1

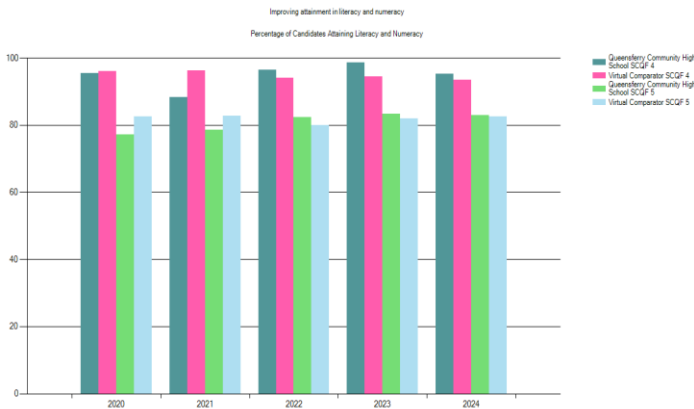
Destinations – 97.2% of children leaving QHS in session 2022/23 moved into a positive post school destination. For the second year running this was above Local, Regional and National measures. 2023/24 figures will be updated in February 2025.



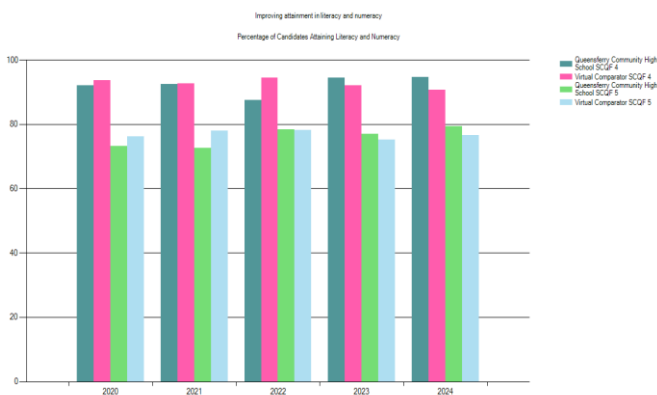
Literacy & Numeracy



This graph shows the levels of Literacy and Numeracy achieved by young people in S4, at both Level 4 and Level 5. In 2024, QHS pupils in S4 once again outperformed our Virtual Comparator (the tool used by the Scottish Government to measure school performance) at both Level 4 and Level 5. This marks the third consecutive year that QHS has outperformed its Virtual Comparator

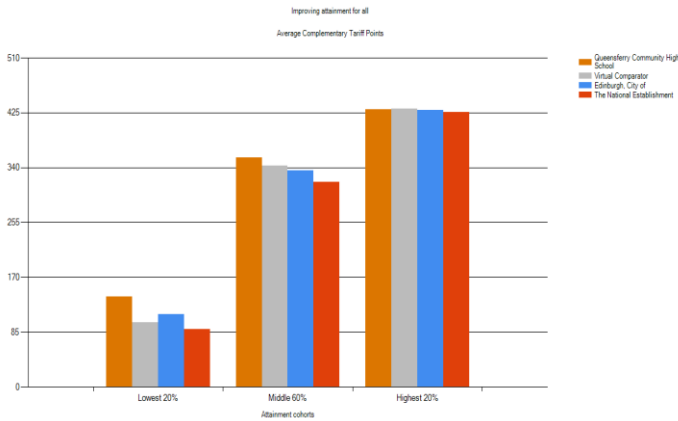


This graph shows the levels of Literacy and Numeracy achieved by young people in S5, at both Level 4 and Level 5. In 2024, QHS pupils in S5 once again outperformed our Virtual Comparator (the tool used by the Scottish Government to measure school performance) at both Level 4 and Level 5. This marks the third consecutive year that QHS has outperformed its Virtual Comparator

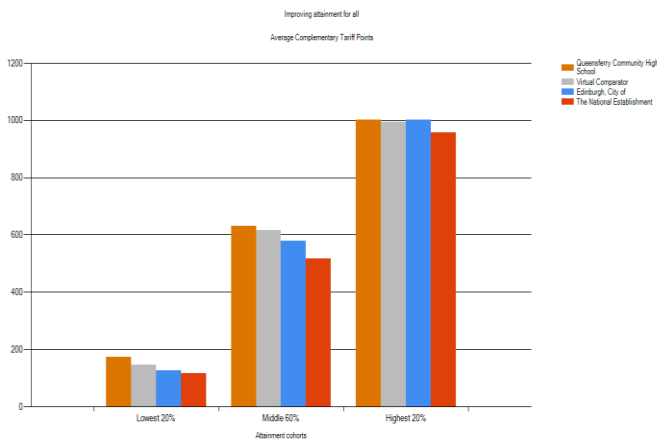


This graph shows the levels of Literacy and Numeracy achieved by young people in S6, at both Level 4 and Level 5. In 2024, QHS pupils in S6 once again outperformed our Virtual Comparator (the tool used by the Scottish Government to measure school performance) at both Level 4 and Level 5. This marks the second consecutive year that QHS has outperformed its Virtual Comparator

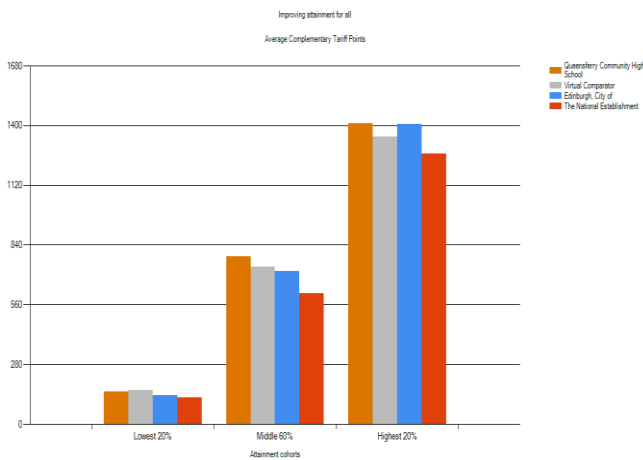
Overall Attainment



This graph shows the overall attainment of young people in S4. It takes into account the best five results for each pupil and compares this performance across all pupils. The data is then broken down into three groups: the highest 20%, the middle 60%, and the lowest 20% of performance, and is compared against our Virtual Comparator (the tool used by the Scottish Government to assess school performance). For all three measures, QHS is in line with or above our Virtual Comparator for the 2023/24 session.



This graph shows the overall attainment of young people in S5. It takes into account the best five results for each pupil and compares this performance across all pupils. The data is then broken down into three groups: the highest 20%, the middle 60%, and the lowest 20% of performance, and is compared against our Virtual Comparator (the tool used by the Scottish Government to assess school performance). For all three measures, QHS is in line with or above our Virtual Comparator for the 2023/24 session.



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Self Evaluation of Quality Indicators

What have we done?	How well are you doing? What's working well for your learners?	How do you know? What evidence do you have of positive impact on learners?	What are you going to do now? What are your improvement priorities in this area?	How would you evaluate this QI using the HGIOS?4/HGIOELC? six-point scale?
QI 1.3 Leadership of change (Developing a shared vision, values and aims relevant to the school and its community; Strategic planning for continuous improvement; Implementing improvement and change)				
<p>Developed a shared vision and values relevant to our school and the community</p> <p>Planned strategically for continuous improvement</p>	<p>All Pupils, parents, partners and staff are all involved in the creation and ongoing review of the vision, aims and values of the school</p> <p>The vision of our school is ambitious and focuses on improvements in outcomes for all.</p> <p>Staff have high expectations of all learners.</p> <p>5-year plan published as our route to excellence</p>	<p>Pupil, Staff, Parent/carer and Partner feedback (including HMle Questionnaires)</p> <p>Pupil and staff feel proud of their school and our values (1:1 staff meetings, Parent feedback, pupil feedback)</p> <p>Pupil feedback and classroom observations.</p> <p>Faculty SQRs, IMP Plans, Whole school SQR and IMP plans.</p> <p>HMle Feedback</p>	<p>Continue to embed our school vision and values across our community</p> <p>Ensure all staff have consistently high expectations of all learners.</p> <p>Continue to monitor and evaluate on a biannual basis any amendments to our 5 year improvement cycle.</p> <p>Work with our Parent Council to try to establish our planned parent/carer improvement group for session 2024/25.</p>	<p>Very good</p>

<p>All staff are clear on our schools strengths and areas for development.</p> <p>Implemented improvement and change</p>	<p>Data is shared and available to all staff. Time is given to engage with the data and</p> <p>Staff are committed to change which has resulted in improvements for learners.</p>	<p>Improvement priorities are based on a range of data that is shared and available to all staff.</p> <p>Destinations figures, Exams performance, Attendance figure, reduced exclusions and increased pathways for young people</p>	<p>Work closer with our cluster to ensure consistency of practice (in particular Literacy and Numeracy)</p> <p>Continue our set plan for continued improvement. We will continue to apply our rigorous quality assurance process to ensure continued improvement in all areas. Specific targets will be identified following 2024 exam analysis.</p>	
<p>QI 2.3 Learning, teaching and assessment (Learning and engagement; Quality of teaching; Effective use of assessment; Planning, tracking and monitoring)</p>				
<p>Created and launched our QHS Learns Together Framework providing a high-quality standard for learning and teaching across the school. Learning at QHS centres around the 5Cs of a QHS lesson. Underpinning this are the clear expectations of a QHS Teacher and a QHS Learner, ensuring that together everyone achieves more.</p>	<p>Learning and Engagement: Our shared vision and values are embedded within our school and wider community and now within our learning framework. We “Work Hard and be Kind” every day to become a successful TEAM as Together Everyone Achieves More. This vision and values for learning was developed collaboratively across the school TEAM.</p>	<p>QHS Learns Together Documents</p> <p>Improving Outcomes for Young People (Exam Results/ Destinations data/ Wider Achievement)</p> <p>Collaborative Planning notes – August INSET 2023 SIG minutes and actions</p>	<p>Embed and extend our QHS Learns Together approach:</p> <ul style="list-style-type: none"> Evaluate our QHS Learns Together Framework 2023-24 (following year 1 of implementation) to develop all staff engagement with teaching and learning strategy. Develop our CLPL Programme/ CAT/ 	<p>Good</p>

	<p>There are positive relationships between staff and young people. High expectations are evident across our school and are the starting point for high-quality learning. Helpful routines are evident and young people are clear about expectations.</p> <p>Our learners are motivated, articulate, and ambitious who have high aspirations for themselves and each other. They are eager participants in their learning.</p> <p>Teachers know their learners well. Our information sharing systems are robust, allowing young peoples' profile of need to be recognised. All staff are aware of protective characteristics or barriers to learning and plan accordingly.</p>	<p>HMIe Inspection Report December 2023 City of Edinburgh SSE Visit and report October 2023 (December 2022) Learning rounds and Collaborative Classrooms Feedback 2023-24</p> <p>Pupil voice surveys – 90% of our YP fed back positively about their relationships with teachers/ staff. HT 5@5 focus groups</p> <p>QHS Additional Inspection Findings December 2023 – Pupil/ Parent/ Staff questionnaires</p>	<p>INSET training and Newsletters around embedding of the 5Cs (Specific Targets for 2024-25: Challenge, Collaborate, Change) to improve learners' experience of pace and challenge and to support all staff in delivering these expectations.</p>	
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<p>QHS Learns Together framework is the basis for our evaluation of learners' experiences:</p> <ul style="list-style-type: none"> We have launched our QHS Collaborative Classrooms Programme We have embedded our programme of ELT Learning Walks/ Classroom observations. 	<p>Quality of Teaching: Our QHS Learns Together framework has provided a consistent and robust framework for staff upon which to plan and evaluate learners' experience. It has developed a shared understanding amongst staff of high-quality teaching and learning. There is a strong sense of ownership of this framework.</p> <p>Our 5Cs approach, along with associated resource hub, CLPL programme, CAT and INSET training have improved almost all teachers' engagement with L&T strategy and sharing best practice. This is having a positive</p>	<p>SEEMIS Flagging Class Charts IST Communication YPPMs PSG HTM database</p> <p>QHS Learns Together Documents</p> <p>SIG minutes and actions</p> <p>QHS Resource Hub</p> <p>Evidence of 5Cs planning and development across school through observations of T&L:</p> <ul style="list-style-type: none"> CEC Visit October 2023 HMIe Observed Lessons - Inspection report and feedback December 2023 Collaborative Classrooms forms ELT Learning Rounds Forms <p>INSET/ CAT and CLPL programmes/ agendas.</p>	<p>Develop pupil engagement with our QHS Learns Together Approach:</p> <ul style="list-style-type: none"> Engage pupils in our evaluations of L&T through focus groups/ assemblies/ workshops to develop pupil voice around 2.3. Create a whole school strategy to develop the "QHS Learner" strand of QHS Learns together (assemblies/ workshops/PSE programme/ Pupil Leadership/ faculty signposting/ whole school language). Through this, all pupils will develop further 	
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	<p>impact on pupils' experiences across the school.</p> <p>Through our Collaborative Classrooms programme all teachers have been involved in peer lesson observation, evaluation, and feedback. The results are being used to inform practice and support our ongoing CLPL approach.</p>	<p>Staff evaluations of QHS Learns Together approach.</p>	<p>knowledge/skills to support them to become successful learners.</p> <p>Further develop evaluation and quality assurance within our classroom observation programme (Learning Walks and Collaborative Classrooms Programme):</p> <ul style="list-style-type: none"> • Use a "Paired Learning Observation" approach - CLs and SLT/CLs conducting joint observations through their new Collaboratives to improve rigour and robustness of feedback in evaluation of teaching and learning. • Develop staff L&T partnerships within the new Collaboratives to improve cross-faculty understanding of 	
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			<p>effective L&T and to share best practice across our collaboratives.</p> <ul style="list-style-type: none">• Redesign our observation feedback form to improve opportunities for high quality feedback to colleagues.• Develop our data collection/ collation systems for our observation model to give us holistic overviews of L&T practice per faculty & whole school. These will be used to support SLT/ CLs in their evaluation of L&T. Collated data will be used to identify best practice & L&T interventions needed across school.• Develop training within our internal CLPL programme around coaching	
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<p>Introduced a bespoke QHS Learns CLPL programme including the QHS Learns Hub to support the professional development of staff.</p> <p>Established a partnership with Osiris Education, enabling 10 teachers from across faculties to engage with professional learning, supported by a coaching and mentoring approach.</p>	<p>10 teachers have participated in the OSIRIS Teaching Intervention Programme. They all report that it has been inspirational to their own self-evaluation and has built confidence in their teaching and learning approach. They are implementing the techniques within their own classes and have started to share strategies with colleagues through our CLPL/ INSET programme.</p> <p>In the majority of lessons, staff share the purpose of learning. This is supporting young people to have a clearer understanding of what they are learning.</p>	<p>Delegate evaluations Celebration of Success event/ sharing impact OSIRIS evaluation feedback CLPL/ INSET programme</p> <p>CEC SSE visit feedback – Dec 2022/ October 2023 HMIe inspection Report Dec 2023</p>	<p>conversations and moderation of observed lessons/learning to improve consistency in the quality and type of feedback given.</p> <p>Extend our involvement with the OSIRIS OTI programme:</p> <ul style="list-style-type: none"> • 10 more teachers will participate in this year's OTI Training to drive further improvement and independence in self-evaluation of L&T. • Last session's delegates will become mentors for the new cohort, developing partnerships to support coaching and build confidence. This will also build L&T links between faculties and further improve sharing of best practice across school. 	
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	<p>Most teachers ensure lessons are well structured to keep learners on task. They make good use of learning spaces and break out areas to enhance learning.</p> <p>Most teachers provide clear explanations and use a range of well-prepared resources to engage learners. Teachers use well-considered starter activities routinely to engage young people well in learning.</p> <p>In a majority of lessons, tasks are well-matched to young people's needs and staff use a variety of strategies to differentiate learning.</p>	<p>Collaborative Classrooms forms ELT Learning Rounds Forms Pupil surveys - e.g. 80% of learners surveyed reported that PofL was communicated well within lessons.</p>	<ul style="list-style-type: none"> • OTI delegates will lead whole school CLPL events to share their practice, further developing whole staff knowledge of techniques linked to our 5Cs. <p>Continue to build external partnerships with other schools to review and develop our L&T approach:</p> <ul style="list-style-type: none"> • We will develop existing L&T partnerships to improve self-evaluation and sharing of practice with our CFI schools through school visits/ lesson observations/ CFI training events. • We will also look to establish additional partnerships with other schools to share practice (Currie HS/ St Columbas HS). 	
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<p>Increased opportunities for digital skills development for both staff and pupils.</p>	<p>Staff are continuing to develop their expertise in using digital platforms to promote both collaborative and independent learning. Digital technology is enabling young people to access resources such as class notes, presentations, and assignments in class and at home.</p>	<p>Sessions during Jan inset and faculty support from CEC DO. CLPL support programme with a SAMR focus to follow in summer term.</p> <p>HMIe Inspection Report and feedback Dec 2023</p> <p>Staff consultation report positive engagement – only 2% of staff in consultation reported that DT is rarely used to enhance innovation and creativity.</p>	<p>Further increase opportunities for digital skills development for both staff and pupils:</p> <ul style="list-style-type: none"> • All faculties will work with CEC trainer to develop OneNote use within their L&T • Continue to develop digital specific CLPL as part of our CAT/INSET sessions • Work towards the achievement of the Digital Schools Award and Digital Wellbeing Award. • Create an iPad charter, which will set out our expectations. 	
<p>Updated our Learning, Teaching and Assessment Policy, setting out clear expectations for assessment and moderation in both the BGE and Senior Phase.</p>	<p>Effective use of Assessment: Assessment is central to our L&T. Learners undertake a range of relevant assessments throughout their BGE and Senior Phase</p>	<p>Updated Learning, Teaching and Assessment Policy</p> <p>Faculty timelines</p> <p>SQA Results/ attainment data</p>	<p>Embed consistency in approach to and quality assurance of the assessment-feedback cycle:</p> <ul style="list-style-type: none"> • Assessment - feedback cycle 	

ELT and faculty sessions have focused on assessment and moderation practice. Faculties have as a result been reviewing their approaches to assessment and moderation to improve consistency and quality assurance.

courses. Assessment judgements are based on a range of evidence.

Skills Academies in BGE assess the progression of learners in relation to the meta-skills framework.

Almost all departments are using the language of Curriculum for Excellence (CfE) second level to fourth level within learning in the BGE. Almost all departments are planning and tracking progress against National Benchmarks, ensuring staff make confident professional judgements about young people achieving a level. Teachers share success criteria to illustrate progression from one level to another.

Moderation activities are built into our whole school QA calendar. Within Senior Phase

HMIe Report Dec 2023

Skills academies
Tracking data

QA Calendar and QA Action Logs

Faculty minutes and evidence folders

Successful SQA Verification – 4 events and visits this session: 7 previous session.

expectations will be set out to all staff (flow diagram)

- All staff will engage in assessment-feedback cycle training (CAT/INSET/ CLPL) which will incorporate effective assessment-feedback cycle modelling.

	<p>there are effective, well-planned moderation arrangements which are ensuring staff are confident in their professional judgements about progress young people are making. Within BGE a review of assessment and moderation approaches across faculties is identifying where improvements can be made to ensure greater consistency and rigour of judgement about progress.</p> <p>Staff engage with a variety of professional networks, including the SQA, other local authority schools and colleagues nationally. These networks and moderation activities are supporting teachers to understand national standards well.</p> <p>Most teachers use learning conversations linked to internal assessments</p>	<p>Collated List of SQA Appointees session 2023-24</p> <p>Pupil voice surveys – May/June 2023</p>		
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	<p>effectively. Where these are used well, discussions support learners to identify more easily their strengths and next steps in learning.</p> <p>Planning, tracking, and monitoring: We have a very effective tracking system. Our tracking approach is embedded across 1-6 and ensures learners know exactly what level they are working at and working towards. Teachers utilise the tracking system to gauge how well young people are progressing across several curricular areas.</p> <p>We quality assure tracking data at regular intervals, with moderation of data undertaken by teachers, CLs and DHT links.</p> <p>At risk young people are identified and interventions planned.</p>	<p>HMle Report December 2023</p> <p>Tracking and Monitoring system</p> <p>HMle highlight as effective practice to be shared – Dec 2023</p> <p>QA Calendar QA Action Logs and QA Faculty evidence folders</p> <p>Attainment Data Intervention Programme HTM intervention</p>		
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	<p>We rigorously track our vulnerable groups and put supports in place from S1-6 to maximise their attainment and achievement.</p> <p>All staff participate in data analysis a key tracking and assessment points. They use data including ACEL, SQA results and Insight to analyse trends, identify next steps and plan improvements to teaching and learning.</p>	<p>YPPMs Faculty Attainment Meeting minutes Attainment meetings and presentations HT/DHT/CLs</p> <p>Attainment Targets – whole school and faculty</p>		
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QI 3.1 Ensuring wellbeing, equality and inclusion (Wellbeing; Fulfilment of statutory duties; Inclusion and equality)

<p>Wellbeing We will improve and have a clear focus on the QHS Relationships for Learning policy</p>	<p>Relationships across the school community are positive and supportive, founded on a climate of mutual respect within a strong sense of community, shared values and high expectations.</p>	<p>Tracking and monitoring of relationships for learning policy shows that for almost all young people (97.9%), most (86.4%) of their interactions in our school community are positive contributions to shared expectations.</p>	<p>Continued development of relationships for learning tracking given change in systems to support continued high standards for our school community.</p>	<p>Good</p>
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Staff appropriately consider the profile of need for young people and their learning.

We consider each young person as an individual with their own needs.

Our relationships for learning school improvement group have identified a few (8) young people, observed and given feedback to colleagues which has resulted in improved engagement for most (75%) of young people receiving targeted intervention.

All staff have engaged during session with information sharing systems which highlight universal and targeted supports

98.59% staff agree that they provide experiences which meet young people's needs

64.4% of parents/carers agree that their young person receives the support they need to do well.

Inclusion Collaborative to engage in tracking/monitoring and observations of identified young people to continue journey to improved engagement in learning through positive relationships.

Develop pupil information sharing alongside tracking/monitoring system. Quality assurance through pupil voice and Inclusion Collaborative learner trails to ensure impact for young people.

Continue to support family engagement events for our Inclusion Collaborative to highlight the supports available to young people and families to ensure their needs are met.

Adaption to Pupil Support Group focus to ensure

<p>Fulfilment of statutory duties Planning for targeted and intensive supports for young people is effective</p>	<p>We comply and actively engage with the Getting it Right for Every child framework</p>	<p>Quality assurance through Pupil Support Group (6 per year) allows critical evaluation of planning and impact for young people leading to improved outcomes.</p>	<p>quality assurance of impact of interventions – both targeted and intensive.</p>	
<p>Inclusion and equality We track and monitor the inclusion of our target groups of young people most at risk of low attainment/achievement</p>	<p>We have effective strategies in place which are improving attainment and achievement for children and young people facing challenges such as those from our most deprived areas, young carers, those who are looked after and those with additional support needs.</p>	<p>House Teams meet weekly to track and monitor key pillars of inclusion for target groups of young people: Care Experienced Young Carers Additional Support Needs Attendance below 85% Pupil Equity Funding</p>	<p>Continue our journey with data literacy across our Inclusion Collaborative to ensure young people at risk of low attainment/achievement are identified with early intervention enacted to improve outcomes.</p>	
<p>Achieved the UNCRC Rights Respecting Silver Award</p>	<p>Right of the Month aligned with Equalities Calendar and events such as the World Cultural Diversity Day and Holocaust Memorial Event</p>	<p>‘Right of the Month’ has helped to increase the focus and engagement with the Rights Respecting Charter</p>	<p>Teaching staff to continue to use the QHS UNCRC RRS Charter to support learning and teaching at relevant key points within the curriculum</p> <p>Continue to expand awareness to</p>	

<p>Submitted evidence for LGBT Charter Gold Award</p>	<p>UNCRC Learning Community Event held in May 24</p> <p>Most young people are developing citizenship through initiatives to promote young people's rights</p> <p>Staff champions delivered training to all staff in Jan INSET</p> <p>Clear understanding of where HWB is delivered within the curriculum and which points of the school year the various aspects were delivered by each faculty.</p>	<p>A calendar of rights has linked to the EDGE Equalities group and other equalities themes facilitating the planning of whole school events and celebrations</p> <p>HMIe Inspection Report December 2023</p> <p>Staff Champion Group and Pupil Group have implemented and shared their action plan and a calendar of events for 23-24</p> <p>Relevant policies updated.</p> <p>LGBT Evidence Impact Folder updated</p> <p>Faculty evaluations completed via SIG group. Informed a structured approach to delivery of HWB across the school.</p> <p>QHS Additional Inspection Findings</p>	<p>parent/carers and the wider community through our QHS weekly newsletter and Social Media channels</p> <p>Work towards achieving UNCRC Rights Respecting Gold Award</p> <p>All staff to continue contributing to the promotion of the LGBT Charter and when relevant incorporate into L&T and whole school events</p> <p>We will continue to develop our CLPL Programme/ CAT/ INSET training and newsletters around current CEC and National LGBT guidance.</p> <p>Complete the HWB overview document and share with whole staff</p> <p>Alignment of some HWB experiences for more consistent approach to delivery.</p>	
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MVP Programme	MVP Programme Assembly held with S5 pupils to raise awareness. Pupil cohort identified and training to take place in June 24	delivered significantly higher uptake. Positive pupil feedback towards being part of the programme within sign up process/application	We will also look to establish additional partnerships with other schools to share practice (Craigmount HS (staff trained) / Alva Academy (pupils trained) who have both utilised the same training. Deliver the training to the S5 pupils who have signed up. Once the S5 mentors have been trained there will be a programme roll out within the school through a targeted year group approach 3 additional staff to be trained to deliver MVP are booked onto upcoming CEC training events	
QI 3.2 Raising attainment and achievement (Attainment in literacy and numeracy; Attainment over time; Overall quality of learners' achievement; Equity for all learners)				
Please note, this section will be updated with senior phase attainment data from session 2023-24 early in the new session.				Good

<p>We added extra numeracy and literacy time into our BGE curriculum and increased interventions. Staff looked outwards to better moderate achievement of a level in S3 in literacy and numeracy.</p>	<p>Achievement of a level has increased.</p>	<p>Staff report a positive impact on the cohort and expect it to impact positively on senior phase attainment. Almost all young people have achieved Level 3 literacy and numeracy. There has been an increase on the achievement of Level 4 literacy and numeracy compared to 2022-23.</p>	<p>Continue to look outwards to inform moderation of literacy and numeracy.</p>	
<p>We have more closely tracked attainment over time in the BGE to better target interventions and course developments.</p>	<p>More robust tracking has been combined with more effective feedback improving young peoples' understanding of what level they are currently working within and what their next steps are.</p>	<p>Positive feedback from HMle regarding our tracking. Almost all young people by the end of their BGE experience achieved level 3 in most curricular areas. This is also true within ASN, FSM and Q2 cohorts. The majority of young people achieved level 4 in the most of curricular areas. Again, this is also true within ASN, FSM and Q2 cohorts.</p>	<p>Carry forward strengths of current tracking methodologies and integrate with new City of Edinburgh Council Tracking Program.</p>	
<p>We emphasised pathway tracking within the BGE and progress within the senior phase at key points to support</p>	<p>Young peoples' choices more closely aligned within areas that that maximised their potential attainment.</p>	<p>The majority of young people in S3 are on a pathway for at least five National 5 subjects. This is also true for ASN, FSM and Q2 cohorts.</p>	<p>Embed this practice within new tracking system. Earlier intervention and engagement with non/low attenders.</p>	

<p>more informed course choice.</p> <p>Continued focus on positive destinations, including actively tracking the ambitions and aspirations of young people from S3.</p> <p>We continued to develop and track the Skills Academy programme to improve experience and skills development.</p> <p>We track the Wider Achievement of young people, including leadership and volunteering awards, and engagement with JET. We also started work on targeting young people who were</p>	<p>Staff work with colleagues within SDS, DYW and other partners to offer robust support and maximise opportunities for young people.</p> <p>Young people demonstrate a high level of engagement within Skills Academies and demonstrate development within the Meta-Skills Framework.</p> <p>We increased the opportunities available within our enhanced curriculum and recognised successes within these at key points in the session.</p>	<p>Positive destinations continues to be above the National value for a third year in a row.</p> <p>The majority of young people have made very good progress within the Meta-Skills Framework, with almost all pupils making at least good progress.</p> <p>Parent/carer feedback of our celebrating success events is very positive.</p>	<p>Track graduates of skills academies against their pathways, attainment and achievement in S4 and beyond. More moderation activities on skills progression. Ensure attainment tracking and coursing link with pupil destination aspirations to allow targeted interventions to take place in support of achieving their aspirations.</p> <p>Earlier identification and suitable interventions for young people not engaging in wider achievement, including support for their families. Implement tracking of skills development within these activities.</p>	
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not engaging in wider achievement.			Work with parent/carers to triangulate data.	
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QI 2.1 Safeguarding and Child Protection (Arrangements for safeguarding, including child protection; Arrangements to ensure wellbeing; National guidance and legislation)

Arrangements for safeguarding, including child protection	We have clear, appropriate and up-to-date policies and procedures in place to ensure the safeguarding of children and young people including child protection.	Review of policies and procedures during HMIE inspection agreed, with a few adaptations, that these safeguarded young people	Implement tracking/monitoring system which will allow evaluation of nature of concerns, follow up and identify those at risk of concerns for wellbeing.	Good
Arrangements for child protection and safeguarding are robust, quality assured and tracked.	Arrangements for making a safeguarding or child protection concern are well-publicised and understood by all staff.	Through CLPL and review of impact, all staff (100%) agree that they understand the arrangements for safeguarding and child protection and know how to raise a concern. All visiting parents/carers and partners are made aware of procedures regarding child protection and safeguarding.	Renew all staff Level 2 child protection training. Implement tracking/monitoring system which will allow feedback on the information shared and the accessibility to ensure access/understanding for all. Continue to quality assure colleagues training/interventions in line with best practice and local guidance.	
	Senior leaders have been trained in safeguarding matters to a high	All senior leaders are trained to manage child protection in a school setting and demonstrate sound knowledge and	Ensure signposting to supports for young people from within our staff to	

<p>Our young people feel they have positive relationships with adults in support of their wellbeing.</p>	<p>level and demonstrate sound knowledge and understanding.</p> <p>Children tell us that they have been able to build up positive relationships with consistent adults whom they trust enough to talk to when they need help.</p> <p>They have access to a named person to help them who they can discuss personal issues with, whenever they want to.</p>	<p>understanding in following up concerns.</p> <p>Most (78.9%) young people tell us that they have a trusted adult in school to turn to for support.</p> <p>All young people have a Pupil Support Officer, Pupil Support Leader, Depute Headteacher assigned to them to offer support.</p>	<p>ensure they can identify with an adult who will support their wellbeing</p> <p>Development of lead professional model within Inclusion Collaborative, including listening to feedback from our young people on who they would feel is most appropriate to lead.</p>	
<p>Young people are supported to feel safe at QHS.</p>	<p>Children are safe and feel safe in school.</p>	<p>Most (81.2%) of young people report feeling safe at school</p> <p>The majority (73.9%) of young people agree that school supports them to feel safe.</p>	<p>Ensure young people have accessible supports to allow them to seek support where they feel unsafe.</p> <p>Lead pupil focus groups to understand which behaviours, interactions or situations contribute to feeling safe.</p>	

We follow national guidance in relation to record keeping for safeguarding matters	Our record keeping for all safeguarding matters is maintained to the highest standards	Quality assurance of record keeping, including review against national guidelines, continues to give confidence in these systems.	Implement revised record keeping guidance and participate in City of Edinburgh quality assurance process	
QI 2.2 Curriculum: Theme 3 Learning pathways				
<p>We reviewed and improved our pathway documentation.</p> <p>We introduced a range of new courses in both the BGE and senior phase, including:</p> <p>BGE</p> <ul style="list-style-type: none"> • Music Technology • Creative and Digital Computing • Sports Performance <p>Senior Phase</p> <ul style="list-style-type: none"> • Foundation apprenticeship construction • Hair dressing • Sport and Fitness • Sports Development 	<p>Pathways from S1-6 are now clearer, and better support course choice.</p> <p>Young people showed a high level of interest in these new offerings.</p>	<p>Young people and parental feedback during information evenings.</p> <p>All subjects running this coming session with sustainable class sizes.</p>	<p>Add more detail to our pathway documentation, including linking it to destination information and family learning resources.</p> <p>Review courses and pathways to increase opportunities for progression and breadth.</p>	<p>Good</p>

<p>We increased pace and challenge within our BGE curriculum.</p>	<p>Improvement in course interconnection between BGE and senior phase, leading to smoother transition. Introduction of more challenging content earlier within curricula. More project and case study based activities.</p>	<p>School Improvement Group evaluation.</p> <p>Collated staff feedback.</p>	<p>More engagement with primary schools to improve cohesion between late primary and early secondary curricula. More efficiency within delivery of content across subject areas.</p>	
<p>We introduced Consortia arrangements in the Northwest for Advanced Higher Subjects.</p>	<p>More opportunities for young people to experience Advanced Higher opportunities that would not otherwise have been available.</p>	<p>Good initial uptake of courses, with an increased number of pupils electing for consortia subjects in session 2024-25.</p>	<p>Improve tracking and communication within consortia subjects. Expand offering for session 2025-26</p>	
<p>We have increased the opportunities for outdoor learning within the curriculum</p>	<p>The number of outdoor learning experiences have increased from one per subject area to at least one outdoor learning lesson per subject for all year groups. Resulting in the majority of pupils experiencing learning outdoors.</p> <p>We have removed barriers to learning with additional supports for</p>	<p>HMIe Inspection Report December 2023</p> <p>INSET/ CAT and CLPL programmes/ agendas</p> <p>Staff feedback post CLPL session/number of staff accessing the resources on SharePoint site</p>	<p>We will further increase opportunities for outdoor learning and sustainability for both staff and pupils:</p> <ul style="list-style-type: none"> All faculties will have access to the new school garden offering extended outdoor learning opportunities on a regular basis 	

	staff though shared resources and staff time to support with the planning, delivery and evaluation of outdoor learning experiences		<ul style="list-style-type: none"> We will continue to develop outdoor learning specific CLPL as part of our CAT/INSET sessions We will continue to offer support to staff (especially new staff) from our experienced outdoor learning staff and grow the resources available on the SharePoint site to support with planning and delivery of outdoor learning experiences <p>We will continue work identifying opportunities for developing the knowledge, understanding and skills of Learning for Sustainability within all new courses and learning pathways.</p>	
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QI 2.7 Partnerships: Theme 3 Impact on learners (parental engagement only)

Planned and developed a Family Learning Resource Hub (in response to parental	We have strong relationships with our families and encourage engagement.	Padlet – planning documents/ELT minutes Parental questionnaires	Publish our Family Learning Resource Hub (Padlet) to engage more parents/ carers in	Good
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<p>feedback), with clear curriculum mapping/ timelines for all curricular areas & levels and linked resources, to support learning from home.</p>	<p>All partnerships with parents are based on mutual trust and respect and contribute positively to the success of our young people.</p>	<p>SIP/ FIP</p> <p>Curriculum maps/ timelines</p>	<p>supporting the learning of their young person - all faculties will contribute to and regularly review/ evaluate resources to support families within subject areas.</p> <p>All faculties will review their faculty systems for feedback to pupils/ parents to signpost support and triangulate with the Resource Hub.</p>	
<p>Introduced a parent/carer SIG to engage parents with the school improvement planning process.</p>	<p>We understand parental partnership is key to the success of a young person and actively seek to engage all our families.</p>	<p>HMIe parent surveys/ Inspection Report December 2023</p>	<p>Continue to enhance our Parent/ Carer engagement by developing our Parent/ Carer SIG TEAM, focusing on our longer-term planning/ 5-year vision for Queensferry High School.</p>	
<p>Increased information sharing and support for parental engagement with curriculum offer and practical support to engage in their young person's curriculum.</p>	<p>Our school community is strong and actively play a part in supporting their own child and the wider school population.</p> <p>Parents are consulted regarding changes that will affect the learning of their young person. Parents feel that their views are considered.</p>	<p>SIG Agendas/ Minutes</p> <p>Consultation Questionnaires and feedback</p> <p>Curriculum Evenings</p>		

<p>Created a weekly TEAM QHS school newsletter that is distributed electronically to all parents</p> <p>Careers information evenings in partnership with external school partners have assisted parents in supporting</p>	<p>Improved communication with the school community through a consistent method of sharing key information, notices and celebrating success</p> <p>Staff recognise and celebrate young people's achievements through the newsletter.</p> <p>Staff work with colleagues within SDS, DYW and other external school partners to offer robust support and</p>	<p>Curriculum Pathways Documents</p> <p>Parental feedback</p> <p>Analytics show that the average views of the newsletter are just above 750 per week</p> <p>HMIe Inspection Report December 2023</p> <p>Young people and parental feedback during information evenings.</p>	<p>Continue to expand the content within the newsletter.</p> <p>The Pupil leadership team/school council reps will have a weekly section to ensure more pupil voice is shared</p> <p>Dedicated faculty/subject/school partner focus within selected issues</p> <p>Utilise the newsletter to highlight to parents the successes of the revived House System and associated House Events being held in school</p> <p>Expand these events to other year groups.</p> <p>Continue to increase the number of school partners that are invited to attend.</p>	
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their young person to explore the opportunities available to them beyond school

maximise opportunities for young people

To maximise engagement these drop-in style events have been run concurrently with parents evening.

Follow up resources able to be posted and shared with parents via the Supporting Positive Destinations Padlet

