

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

CEC Vision

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

In 2 Years time...

2 Years from now, QHS will host its 2nd Learning Festival. Invited guests will arrive to learn about the positive outcomes our approach to education has had on the young people within our school. We will demonstrate a collaborative approach to education, and be able demonstrate how our excellent partnership working has allowed us to best meet the needs of all our learners and achieve our 5 year targets.

Curriculum Rationale

Learners at QHS will experience a curriculum that gives opportunities to develop the knowledge, skills and attributes they need to adapt, think critically and excel beyond school to enable them to contribute successfully to our ever-changing world.

Learning @ QHS

Outcomes @ QHS

Inclusion@ QHS

Learning & Teaching (AC)

Curriculum (BL)

Inclusion (KT)

Wider Achievement (BL)

Care Experience (KT)

Pupil Voice/Leadership (KM)

Equalities (KM)

Embed our “Queensferry Learns Together” Approach:
Focus on Effective Questioning (Challenge)

Develop strategy for the implementation of a skills/ dispositions framework across the school curriculum

Introduce and develop whole school approach to
Teacher Practitioner Enquiry

Enhance our curriculum with opportunities for project based learning and development of literacy and numeracy skills.

Ensure all young people are able to participate in wider achievement and track their skills development.

Develop our approach to supporting, tracking and monitoring the achievement and attainment of young people with barriers to learning.

Enhance our support for our care experienced young people, with specific focus on Wellbeing, Literacy and Numeracy.

Learning @ QHS

Key Issue/ Challenge – Why?	What will solve the Issue/ Challenge?	What will we do? (How, Who and When?)	Outcomes – What will success look like?	Measurements – How will we know?	Progress 1 (January)	Progress 2 (May)
Lesson observations (HMIe, SSE, ELT, Collaborative Classrooms) have highlighted effective questioning as an area for future development. Practice in this aspect of teaching and learning is inconsistent, and effective practice is not yet widespread whole school. <i>#Should appear on individual faculty Improvement Plans</i>	A clear and shared questioning strategy to promote effective questioning for critical thinking.	May INSET 2025: Staff CLPL session (A Chisholm & Osiris trained teachers). By June 2025: Strategy developed/shared with staff (A Chisholm with all staff). Ongoing: Signposting of resources via Newsletter/ Resource Hub. Looking outwards i.e., CFI schools/ RHS Learning Festival (A Chisholm and L&T group). Faculty focus - Termly questioning technique: Read, Apply, Review and Report (all faculties/ teaching staff). September 2025/ March 2026: ELT lesson observations focus on effective questioning as part of CHALLENGE rubric in QA (ELT with teaching staff). December 2025/ June May 2026: Collaborative Classrooms focus on questioning &/or AiFL practice (Teaching staff).	The school will have a consistent and shared understanding & application of effective questioning techniques by all teaching staff. All teachers will use challenge questions and techniques to promote all learners in all lessons to think more deeply and develop their high order thinking skills. Almost all teachers will report improved confidence in using high order questioning techniques.	Teacher feedback questionnaires: Almost all teachers report improved confidence in & regular application of questioning techniques to promote high order thinking. Lesson observation: in almost all lessons effective questioning is implemented (rubric data consistently 5/6 across this criteria). Termly faculty focus – engagement across all faculties – results shared with ELT. Best practice examples shared whole school. Collaborative Classrooms feedback: all staff engaging in professional dialogue. Best practice identified and shared whole school.		
Currently there is not a clear enough whole school approach to the teaching of skills for work and life. We need to improve our approach to ensure skills development whole school is consistent, explicit, and visible to all. A review of the “Queensferry Learner” strand of our Queensferry Learns together Framework shows a need for learners to develop understanding of their responsibilities as effective learners. An awareness of the skills/ dispositions they are acquiring and how these help to progress learning will support with this. <i>#Should appear on individual faculty Improvement Plans</i>	The creation of a QHS skills and dispositions framework eventually built into every aspect of learning, ensuring our students graduate with the meta-skills, practical abilities, and attitudes they need to be successful. ** Year 1 this session** Phased implementation starting this academic year, ensuring review and consultation, staff training, clear framework and tracking methods are in place.	March – June 2025: school visits – e.g., St Lukes (A Chisholm). Establish Skills Strategy staff Group (A Chisholm with interested staff). Skills strategy proposal developed and shared with all staff (A Chisholm). *** 3-year Plan. By September 2025: curriculum skills mapping audit: current meta-skills and dispositions use (A Chisholm and Skills Group). August -September 2025: Consultation – 4 key dispositions agreed as key “tools for learning” (A Chisholm and Skills Group with staff, pupils, parents, businesses). October INSET 2025, then ongoing: Launch Year 1 of Framework - Staff training & Culture Building (A Chisholm & Skills Group with all staff). By December 2025: Introduce reflective tool for students to track their development of meta-skills & dispositions (A Chisholm with K Manson and all staff). Ongoing: assemblies, newsletters, & awards to introduce/ celebrate development of skills/ dispositions (all staff) By May 2025: Progress Review Year 1 and Impact Report: All stakeholders (A Chisholm with Skills Group).	The school will have developed learners’ awareness of Meta-Skills: self-management, social intelligence, and innovation in all students. We will have introduced and promoted positive dispositions as tools to make progress in learning: <i>curiosity, perseverance, resilience, and responsibility</i> as core attributes across all learning experiences. All staff will be building a culture of skills awareness and skills development across the curriculum. All young people will have access to a self-evaluation tool to enable them to track their skills and dispositions progress.	Review: feedback from learners, staff, and parents will evaluate the success of the framework’s implementation in year 1. Almost all report improved awareness and understanding of skills progress. All staff and young people can articulate the key skills and dispositions within the QHS framework. Key Performance Indicators: Monitoring of student outcomes in lesson observations shows improved engagement, and better awareness of skills development. Almost all teachers are observed to consistently apply the QHS skills framework. All learners are utilising the tracking tool to profile their skills progress (levels of engagement with tool tracked). Annual Report: highlights progress, challenges, and next steps for the framework.		
Level of engagement with professional research/ reading and best practice is inconsistent. There is a need to develop our approach to leadership of learning as part of our Queensferry Learns Together Framework. All teachers should have the opportunity to critically examine how chosen aspects of their teaching impacts learners at QHS.	Introduce and develop QHS teacher Practitioner Enquiry model (In Year 1 this will be optional for staff as an alternative to SIG participation).	May 2025: Introduce QHS Practitioner Enquiry Model to teaching staff (A Chisholm) By June 2025: (inclusive of PRD review and targets) teaching staff identify PE focus (teachers with AC) May 2026: Practitioner Enquiry submissions (teachers) May- June 2026: Evaluation & Review questionnaires and focus groups (teachers with A Chisholm) June 2026: PE Celebration event (all staff)	Teachers will have undertaken their own practitioner enquiry resulting in increased understanding of professional learning and its impact on improving outcomes for young people	Practitioner Enquiry evidence will detail key question/ issues, strategy, impact & evaluation for all teachers. Teacher feedback questionnaires/ focus groups: positive engagement with PE – almost all teachers report feeling more empowered, knowledgeable & confident in developing teaching & learning approaches. Lesson observations will monitor impacts at a local level – PE strategy will be obvious, evident and impactful. PE annual celebration event will showcase impact of selected Practitioner Enquiries on the improved outcomes 3for young people.		

Outcomes @ QHS

Key Issue/ Challenge – Why?	What will solve the Issue/ Challenge?	What will we do? (How, Who and When?)	Outcomes – What will success look like?	Measurements – How will we know?	Progress 1 (January)	Progress 2 (May)
Pupil voice has been active but lacked a clear structure that allows for sustained, meaningful input into school improvement. Leadership opportunities have been unevenly distributed and not clearly linked to improvement planning or strategic priorities.	The introduction of a restructured Pupil Parliament aligned with school improvement priorities, ensuring all pupils have access to leadership pathways, and their voices directly influence decisions at QHS.	August 2025: Launch Day – Whole school introduction to Pupil Parliament structure, roles and clusters. (Led by SLT & Pupil Leadership Coordinator) September 2025 onwards: Monthly Cluster Meetings for each of the 4 Committee Clusters, supported by designated staff leads. October, January, April, June: Pupil Parliament Forum Meetings – Representatives from all clusters meet with SLT to present ideas, updates and impact reports. Termly: Monitoring and support visits by SLT to cluster meetings. Recognition of impact through assemblies, SWAY newsletter, and displays. June 2026: Parliament Celebration Event – highlight and recognise pupil achievements, leadership, and improvements influenced by pupil voice.	All pupils will be aware of and have access to the QHS Pupil Parliament leadership pathway. Each Committee Cluster will actively contribute to areas aligned with school improvement priorities. Pupil voice will demonstrably impact school policy, practice, and improvement planning. Senior pupils will act as mentors and role models, supporting wider engagement in leadership across year groups. Pupils will report an increased sense of agency, inclusion, and belonging in the life of the school.	Termly evaluation of Cluster and Forum meeting minutes – evidence of impact and alignment with SIP priorities. Pupil surveys: Almost all participants report increased confidence and a feeling that their voice matters. Staff feedback shows increased visibility and value of pupil leadership across the school. Visual evidence of impact (e.g. displays, digital portfolios, published updates). Pupil experience will continue to be enhanced		
Within our BGE curriculum, we can further improve opportunities for young people to develop knowledge, skills and attributes within project-based, cross-curricular and interdisciplinary learning. This includes the consideration that literacy and numeracy are the responsibility of all. Young people and parent/carers should be more involved with the co-design within our curriculum. <i>#Should appear on individual faculty Improvement Plans</i>	Reviewing the balance of knowledge, skills and attribute development within BGE courses. Working with all stakeholders to develop opportunities for project based learning. Work with key stakeholders to apply a strategy for literacy and numeracy as a responsibility for all.	August 2025: form curriculum steering group comprised of a pupil group, parent/carers group and staff group (B Lewis). October 2025: faculties complete review of current project based/cross-curricular tasks, and the balance of knowledge, skill and attribute development within curricula (all). October 2025: literacy and numeracy leads share strategies for responsibility for all with curriculum steering group (AT/RS/BL). December 2025: Curriculum steering group outline of proposals for project based learning and responsibility for all strategies (SIG group). May 2026: faculties implement opportunities for project based learning and responsibility for all into their 2026-27 curricula (all). June 2026: Curriculum Steering group review faculty created opportunities (SIG group).	Introduction of opportunities in the 2026-27 BGE curriculum that have been co-designed with all stakeholders, have appropriate pace and challenge, are relevant and engaging, and will impact positively on outcomes.	Quality assurance of faculty planning in June 2026 measured against the co-designed aims of the curriculum steering group.		
We can further improve engagement in and tracking of the wider achievements of our young people. All young people at QHS should have opportunities for wider achievement, and be able to track their skills development within these opportunities.	Use of Unifrog to track skills development, and provide capacity for young people to complete their profile. Key adults to support targeted young people to increase participation in wider achievement.	August 2025: Development of system to track wider achievement opportunities provided by QHS (BL/KM). November 2025: Track wider achievement participation so far. Support teams to provide interventions for targeted young people not actively participating (All). May 2026: End of session tracking for wider achievement participation and skills development.	Almost all young people participating in a wider achievement opportunity, and evidence of skills development.	Tracking data from Unifrog in November 2025 and May 2026.		

Inclusion @ QHS

Key Issue/ Challenge – Why?	What will solve the Issue/ Challenge?	What will we do? (How, Who and When?)	Outcomes – What will success look like?	Measurements – How will we know?	Progress 1 (January)	Progress 2 (May)
Attainment/Achievement data, lesson observations and feedback have suggested strategies to improve attainment and achievement for children and young people facing challenges such as those from our most deprived areas, those who are looked after and those with additional support needs could be further improved. <i>#Should appear on individual faculty Improvement Plans</i>	Ensuring consistency in the quality of information available to colleagues to effectively support young people with barriers to inclusion. Data suggests specific supports with respect to adjustments for neurodiverse and dyslexic young people will be a focus. Development of our attainment strategy to include key milestones, targets and interventions for those identified as at risk with relation to attainment and/or achievement.	June: Review of information sharing practice and quality of information by Inclusion Collaborative. Strategies aligned with CIRCLE strategies to allow measurement of implementation. August: CLPL for teaching staff in supporting key ASN barriers (Neurodiversity & Dyslexia) at inset. Update to information sharing and quality assurance of consistency of information sharing. September & March: ELT observations focussed on measuring the impact of implementation of strategies. June: Sharing of our updated attainment strategy with ELT. Achievement / Attainment targets set for young people within target groups. August: Launch of our updated attainment strategy and identified target groups with all staff. Attainment reviews: focus with ELT and their Teams on attainment targets for identified individuals.,	Almost all observed lessons will demonstrate that differentiation is highly effective and that all learners are supported and challenged to the correct level using the correct supports. Feedback from focus groups of young people and parents/carers of these young people will demonstrate young people feel supported in their learning. Almost all young people in our target groups will be meeting / exceeding their attainment targets.	Lesson observation rubric will allow a standardised assessment of implementation of support strategies. Focus groups with young people in target groups and their parents/carers. Tracking/Monitoring of young people’s achievements and attainment in Pupil Tracking will show that almost all young people will be meeting / exceeding their attainment targets set in June 2025.		
Tracking and monitoring of wellbeing and attainment of Care Experienced young people has shown that ‘On Track’ to achieve Literacy and Numeracy benchmarks has room for improvement, relative to 2023/24 figures. Wellbeing, assessed against wellbeing indicators, has improved relative to 2023/24 however there is scope for improving systems to provide targeted support.	Implementation of a care experienced champion, in addition to universal pastoral supports, will allow us to closely track and monitor attainment and wellbeing and enact proactive interventions.	June: Introduction of care experienced champion to young people and parents/carers. Initial check ins Termly: 1:1 check ins with young people and parents/carers to ensure progress in attainment and wellbeing, enacting targeted interventions where appropriate.	CEC Care Experienced tracking and monitoring will show improvements, with at least 80% (+15% from 2024/25) of care experienced young people ‘On track’ in literacy and numeracy. Tracking will show at least 80% (+21%) of care experienced young people with overall positive wellbeing.	Improvements assessed against CEC Care Experience tracking / monitoring benchmarks.		
Work within the learning community to develop a learning community Equalities strategy	Ensuring consistency in the equalities approach	June 2025: Establish an Equalities Steering Group August 2025: Conduct an equalities audit across the learning community. Sept 2025 – Dec 2025: Develop shared Equalities strategy and calendar (by Dec 2025) Jan 2026 – March 2026: Deliver professional learning for all staff. Engage pupils and parents in co-designing initiatives (Ongoing)	A shared and embedded Equalities Strategy across the learning community. Improved confidence among staff, pupils, and parents around equalities. Clear and consistent messaging and practice across the learning community.	Staff, pupil, and parent surveys before and after implementation Minutes and actions from Equalities Steering Group Evidence of shared strategy in practice (e.g., displays, curriculum content, assemblies) CLPL evaluations and feedback		
Pilot programmes have led to improvements in attainment and achievement for young people experiencing significant barriers to school attendance. A remodelling of this approach will ensure wider access and early intervention.	Developing our Alternative Education Programme will increase the attainment and achievement of targeted young people, ensuring provision for a range of academic levels and depth of learning.	June: Setup of remote learning hubs – young people identified, staffing allocated and curriculum identified Termly: Tracking / Monitoring of engagement, achievement and attainment for targeted young people working within this model.	Tracking and Monitoring of achievement and attainment information for these targeted young people will show that; all will have achieved progression /attained in their literacy and numeracy, almost all will have achieved/attained across 5 subject areas.	Tracking/Monitoring of young people’s achievements and attainment in Pupil Tracking will show that almost all young people will be meeting / exceeding their attainment targets set in June 2025.		