



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



Welcome to Queensferry High School's Standards and Quality Report for the 2024/25 session.

This document not only evaluates our school's performance over the past year but also celebrates the vast array of opportunities available to our young people—most importantly, their ability to embrace these opportunities and achieve success.

The 2024/25 session has brought many positives to our school community, which we take great pleasure in reflecting upon. It has also fostered a strong sense of optimism for the future, demonstrating that—regardless of the challenges they may face—our young people possess the resilience, determination, and kindness needed to achieve great things.

I am incredibly proud of the diverse range of cultural, sporting, technological, and creative activities that pupils at Queensferry High School actively engage in and enjoy. Furthermore, I am continually inspired by the regular displays of altruism and teamwork, with pupils, parents, staff, and partners collaborating to support one another and achieve shared goals.

For the 2024/25 session, we are thrilled to introduce an even broader curriculum, with more than 60 additional courses now available compared to just three years ago. Our partnerships continue to grow, and the enhanced curriculum has more than doubled in recent years, ensuring that we provide the right pathways for every young person at Queensferry High School.

This year, we also launched our new website, which includes a dedicated curricular pathways section to provide clear and accessible information for pupils and families. Additionally, we have celebrated significant successes through key initiatives such as our family learning programmes and our "Study Late" initiative—both of which enhance support for our school community. As I look to the future, I am more enthusiastic than ever about the wealth of opportunities awaiting our young people.

To access all key documents for Queensferry High School please visit our [school website](#).

This report highlights our commitment to improving outcomes and evaluating our priorities from the past session, summarising key initiatives undertaken in 2024/25 and their effectiveness. We remain equally dedicated to enhancing the quality of our work and have identified key areas for development in the session ahead. A full summary of our improvement priorities for 2025/26 is also on our school website.

There is every reason to feel exceptionally proud of our learners across the school. Reflecting on the past year only heightens our excitement for what lies ahead in the 2025/26 session, as we continue to maximise opportunities, experiences, and achievements for all our young people—regardless of the challenges posed by the wider world.

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

Best wishes,
Craig Downie



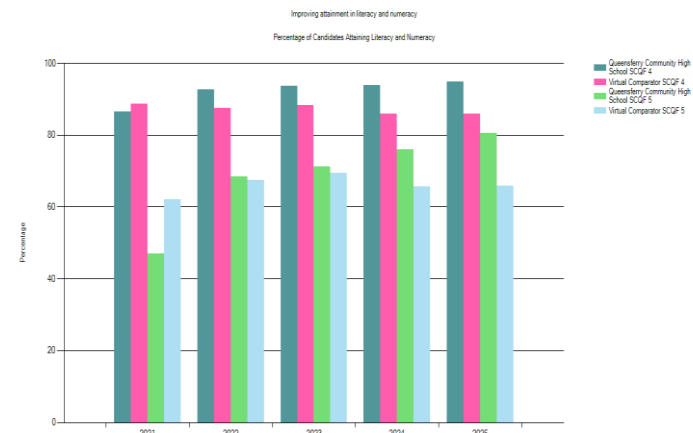
Attainment, Achievement, Destinations, Attendance & Exclusions

Attendance – For session 2024/25 attendance at QHS was 92.5%. The national average is 90.3% (Scottish Government 2023/24 data)

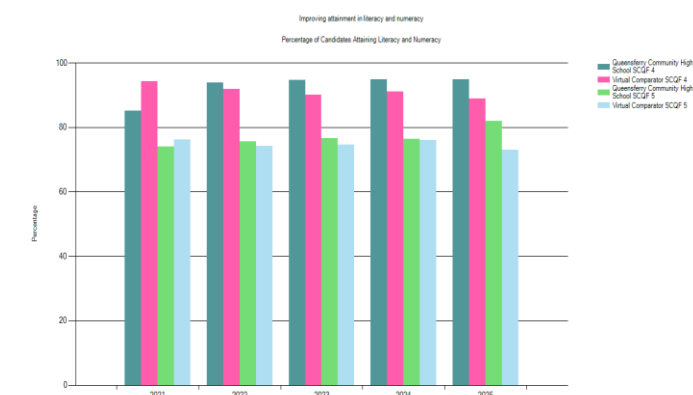
Exclusions – In Academic session 2024/25 QHS had 9 exclusions - 7.5 per 1000 pupils. The national average is 16.6 per 1000 pupils.

Destinations – 97.86% of children leaving QHS in session 2024, moved into a positive post school destination. This is above Local, Regional and National measures. The national average is 95.71%

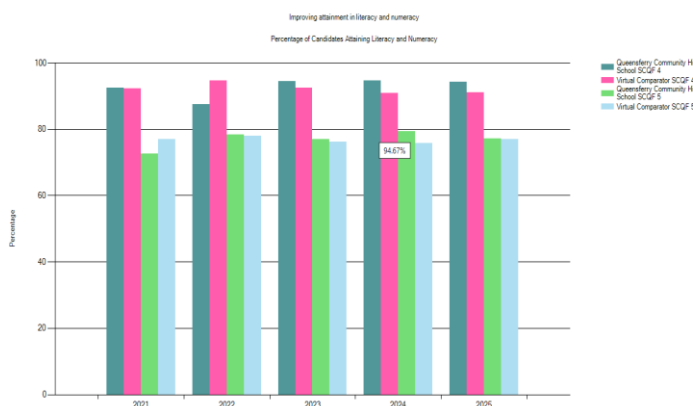
Literacy & Numeracy



This graph shows the levels of Literacy and Numeracy achieved by young people in S4, at both Level 4 and Level 5. The graph highlights young people in S4 at Queensferry High School significantly outperforming the virtual comparator at both Level 4 and Level 5 Literacy & Numeracy.

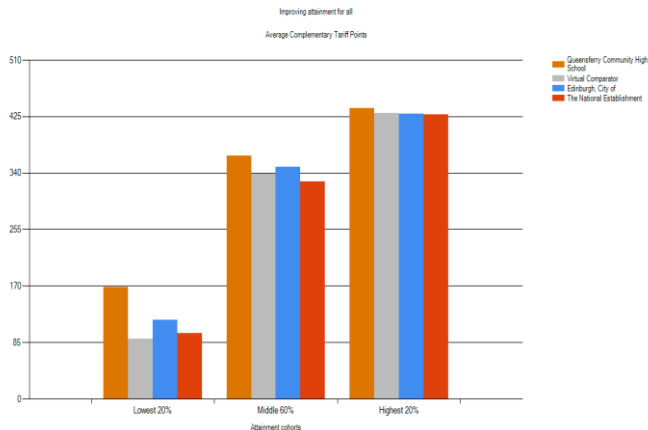


This graph shows the levels of Literacy and Numeracy achieved by young people in S5, at both Level 4 and Level 5. The graph highlights young people in S5 at Queensferry High School significantly outperforming the virtual comparator at both Level 4 and Level 5 Literacy & Numeracy.

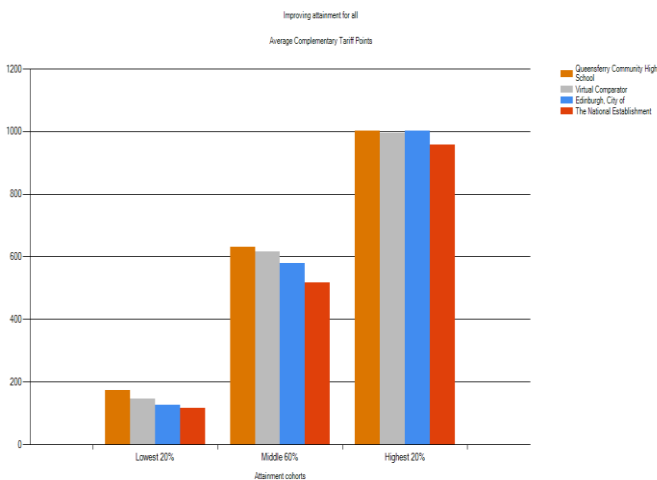


This graph shows the levels of Literacy and Numeracy achieved by young people in S6, at both Level 4 and Level 5. The graph highlights young people in S6 at Queensferry High School outperforming the virtual comparator at both Level 4 and Level 5 Literacy & Numeracy.

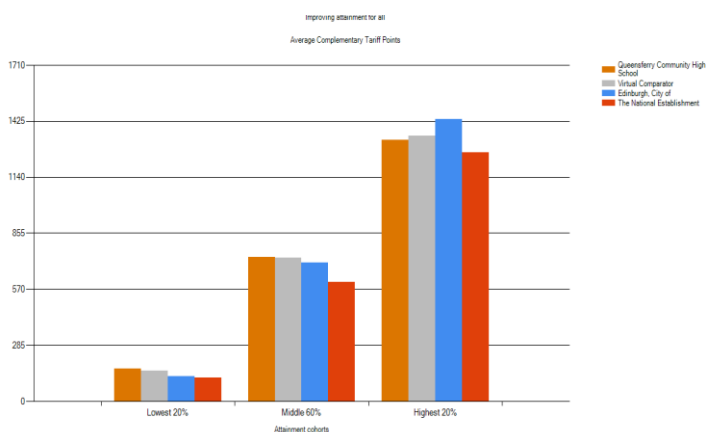
Overall Attainment



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 (VC the tool used by the Scottish Government to assess school performance). The graph shows that QHS is outperforming its Virtual Comparator at every measure.



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 (VC the tool used by the Scottish Government to assess school performance). The graph shows that QHS is outperforming its Virtual Comparator in the lowest 20% and Middle 60% and in line with VC in the Top 20%



This graph shows the overall attainment of young people in S6. 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 (VC the tool used by the Scottish Government to assess school performance). The graph shows the lowest 20% and Middle 60% slightly above VC and the highest 20% slightly below VC.

Self Evaluation of Quality Indicators

School – Queensferry High School				
What have we done? (What work/action has been undertaken within the priorities from your improvement plan 24-25? eg professional learning, consultation with all stakeholders, implementation of planning, use of resources etc)	How well are you doing? What's working well for your learners? (Consider the full QI, self-evaluative statements against each theme)	How do you know? What evidence do you have of positive impact on learners? (What evidence do you have? Quantitative or qualitative data to support.)	What are you going to do now? What are your improvement priorities in this area? (Identify a few next steps linked directly to progress and impact for this area/priority)	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)				
Developing a shared vision, values and aims relevant to the school and its community				Very Good
Over the course of this session, we have further embedded our clear and shared Vision and Values for Queensferry High School. These were shaped through extensive consultation with staff, pupils, parents, and partners, and are now widely understood and reflected across the school community.	There is clear evidence that our Vision and Values are central to the culture and direction of the school, and are positively influencing relationships, learning and leadership at all levels. All faculties have worked to create and promote leadership opportunities underpinned by our values which have supported the development of pupil leadership capabilities. A pupil led leadership group have worked with staff to create a programme of house events across the school, underpinning our vision and values as part of the revived house system. This culminated in a celebratory interhouse day for S1-S3.	Pupil, Staff and community feedback all confirm a unity of approach and belief that the V & V's of the school underpin the work done day to day. Pupil, staff and parent feedback confirms that the school's Vision and Values are clearly understood and that learners feel supported and empowered. 99% of staff in our May 2025 Staff Survey report that the schools Vision and Values underpins their work at QHS. We have hosted other schools and shared our vision and values and consultations processes with other stakeholders. Clear and simple. All pupils know and understand our V & Vs and the expectations. This was highlighted during our Inspection and all teaching observations and discussions throughout the past session.	We will focus on Pupil Leadership with the introduction of a new Pupil Parliament for 2025/26. The Pupil Parliament will move beyond operational functions and will align with school improvement priorities, so pupil voice and leadership opportunities have a direct impact on school improvement planning.	

Strategic planning for continuous improvement				
We have aligned our faculty and whole-school improvement planning processes to our values, with all plans rooted in ongoing self-evaluation, stakeholder feedback, observations and a robust use of data. Our self-evaluation systems have been further strengthened through strategic changes to our Quality Assurance calendar, providing a consistent framework to support school-wide reflection and planning.	Our approach to strategic planning is strong and shows coherence between SIP, FIPs and SIG activity. Change is well led and carefully planned, with stakeholder involvement at each stage. This has allowed us to embed new systems and structures that are beginning to yield positive and measurable impact. We are entering year 3 of our 5-year plan and are on track to achieve all outcomes. We set the highest expectations of our young people and consistently apply this at all levels across the school. Staff are clear on our improvement priorities and are involved in setting these priorities.	Attainment data shows consistent improvement and a positive three-year trend. S4–S6 cohorts have outperformed our Virtual Comparator at both Literacy and Numeracy Levels 4 and 5, and in overall attainment measures. - Exclusions remain low (10 incidents) and attendance (92.5%) is significantly above the national average (87.7%). - Positive destination data for 2023/24 was 97.9%, exceeding local, regional and national comparators for the third consecutive year. - Quality Assurance records (lesson observations, SIG evaluations, planning logs) show alignment between improvement planning and classroom experience. 99+% of staff in our May 2025 Staff Survey Strongly agreed or agreed that the school is well led and managed. 92+% of Parent/Carers who responded to our May 2025 Survey, Strongly agreed or agreed that the school is well led and managed. 97+% of Staff in our May 2025 Staff Survey Strongly agreed or agreed that they were aware of and involved in the school's strategies for raising attainment for all	Practitioner enquiry has been built into our WTA and will be a key improvement priority for session 2025/26.	

Implementing improvement and change				
We have successfully implemented several significant changes during the year, including updates to key policies, development of our house system, and a re-design of our senior phase curriculum and course choice strategy to meet the needs of a growing roll.	Learners are benefitting from a clearer curriculum structure, more personalised pathways and a growing range of learning opportunities. Change is managed effectively, with staff and pupils engaged in shaping the future direction of the school.	Clear evidence of successful change management includes the implementation of a revised curriculum model, improved house structure, and updated strategies and policies developed through stakeholder consultation. Year group structure will allow for more personalised and year group specific support for young people. Attainment, Destinations and Attendance are all continuing to improve across all measures for the third consecutive year.	Track and monitor new curriculum and adjust and expand based on data and tracking throughout this academic session. Support increasing roll with year group structure with S1-6 year heads given system support to further improve attainment & achievement.	
QI 2.3 Learning, teaching and assessment (Learning and engagement; Quality of teaching; Effective use of assessment; Planning, tracking and monitoring)				
Learning and engagement				Good
We have further implemented our QHS Learns Together Framework around the clear expectations of a QHS Teacher and a QHS Learner, ensuring that together everyone achieves more.	Our teaching staff have a very clear set of expectations regarding their responsibilities as teachers at QHS, allowing them to foster positive relationships for learning with all young people. This is embedded across school, with high expectations as the basis for quality learning and teaching. Helpful routines permeate all lessons and learners are very clear about expectations of them. Learners across school faculties are enthusiastic, motivated, ambitious and aspirational. They are eager participants in their learning. Teachers continue to use the school’s information sharing systems to know their learners well. Such systems are robust,	QHS Learns Documents Lesson observation data from 2023 until present (HMie, SSE, ELT Learning Rounds, Collaborative Classrooms feedback). Improving Outcomes for Young People (Exam Results/ Destinations data/ Wider Achievement) Pupil voice focus groups and surveys Data sharing systems: SEEMIS Flagging,	Extend the QHS Learner strand of our Queensferry Learns Together framework by planning and implementing year 1 of a 3-year plan to develop a Skills and Dispositions Framework into our school’s curriculum and culture. Utilising Unifrog (or an alternative profiling system) to track, record and profile skills.	

	allowing young peoples' profile to be recognized and supported accordingly. We have established Our "QHS Learner" School Improvement Group with a vision to create a whole school strategy to develop the QHS Learner strand of our learning and teaching framework. The group has been working with learners and staff to improve awareness and application of the responsibilities of a QHS learner. Key aspects of their work include pupil voice groups, lessons and learning material, virtual assemblies and regular signposting using the school's various communication channels.	Inclusion Collaborative communication, YPPMs, PSG, HTM database SIG planning & Actions – meeting minutes, lesson and assembly resources. Focus group responses		
Quality of teaching				
We have continued to embed our 5Cs lesson framework following year 1 of implementation, through provision of effective professional learning opportunities.	There is a consistent and shared understanding & application across all teaching staff of effective teaching and learning. We have continued to engage all teachers in professional learning (reading, research, modelling) linked to our 5Cs framework. This has been achieved through: • our internal CLPL programme • Signposting external CLPL • whole school CAT and INSET sessions • teaching and learning workshops • our Ferry Focus Newsletters and Resource Hub	QHS Learns Together Documents QHS Resource Hub & Ferry Focus Newsletters. INSET/ CAT and CLPL programmes/ agendas and resources. Staff evaluations of QHS Learns Together approach/ Professional Learning opportunities.	Develop a clear and shared questioning strategy to promote effective questioning for critical thinking. Introduce and develop our QHS teacher Practitioner Enquiry model.	

We have reviewed and re-designed our whole school quality assurance model for evaluation of learning and teaching.	visits & observations within our partner schools. Our focus this session has been on Pace and Challenge – linking with the “Challenge” and “Collaborate” themes of the framework, with professional learning activities focused on lesson pace, effective questioning, critical thinking, AifL, learners leading learning and digital. This is having a positive impact on pupils’ experiences across the school. Our new lesson observation model is robust and allows for a deeper evaluation of learning and teaching linked to the 5Cs framework. There is a clear quality assurance Rubric for each “C”, breaking down the criteria into a six-statement scale to highlight poor to excellent practice. This has given us a detailed and consistent evaluation framework for all staff to use to evaluate learners’ experience. Our observation strategy sets out a clear process for evaluation including a paired observation approach between CLs & DHT, specific timescales for observation, templates for and approaches to feedback. This has built a strong consistency in lesson observations across school. We are utilising observation data to analyse practice within faculties and school wide. ELT have been	INSET/ CAT and CLPL programmes/ agendas and resources. Lesson observation data (ELT and Collaborative Classrooms). QHS lesson observation Quality Assurance Rubric and updated policy documents. Lesson observation data output and recording of observation notes. Quality Assurance Calendar and faculty action logs Faculty minutes and action plans. ELT agendas/ minutes SQRs/ FIPs SIP		
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We have further developed our collaborative classrooms strategy.	able to drill down to identify agreed areas of faculty improvement and whole school improvement.	Collaborative Classrooms engagement log/ identified partners		
We have extended our involvement with the Osiris OTI Programme.	Through our Collaborative Classrooms programme all teachers have been involved in peer lesson observation, evaluation, and feedback using the QA Rubric created for our ELT observations. The results are being used to inform practice and support our ongoing CLPL approach. We continue to develop coaching approaches and qualitative feedback methods as part of this programme.	Collaborative Classrooms Forms feedback Staff evaluations CLPL agendas – coaching conversations and effective feedback to peers		
We have built on existing partnerships with CFI schools and developed new partnerships with NW area schools to share effective practice more widely.	This session, 10 more teachers from across different faculties participated in the OSIRIS Teaching Intervention Programme. They report that it has been inspirational to their own self-evaluation and has built confidence in their teaching and learning approaches. They are implementing the techniques within their own classes and are sharing strategies with colleagues at faculty level and whole school via our CLPL/ INSET programme. We continue to work effectively with our Collaboration for Impact partner schools to develop our school approach to T&L. Three collaboration sessions this year have allowed the L&T Leads to discuss/develop strategy linked to pace & challenge, quality assurance, CLPL/ professional	Delegate evaluations Celebration of Success event/ sharing impact OSIRIS evaluation feedback CLPL/ INSET programme CFI agendas/ programmes/ actions ELT and CC Lesson observation data CLPL/ Inset/ CAT agendas		

We have continued to develop our approaches to the use and implementation of digital technology.	learning approaches. The impact has been significant in supporting the development of our T&L planning for improvement. We have this session established a further partnership with Edinburgh's NW Locality schools (Craigmount and Royal High School). Collaboration has resulted in: • L&T meetings to share our improvement journeys, self-evaluations and next steps • A shared resource hub of T&L plans and resources • A calendar of "Open Doors "observation weeks, allowing opportunities for teachers to visit other schools to see effective practice in Pace and Challenge and Learners Leading Learning. • Planning for a Teaching and Learning conference for all teachers in August INSET. All teachers are continuing to develop their expertise in using digital platforms to promote both collaborative and independent learning. Digital technology is enabling learners to access resources in class and at home. All faculties have worked with the CEC digital trainer to develop OneNote use within their L&T.	Meeting minutes – plans and actions Teams Page Open Doors planning – notes, meeting minutes, finalised programme, participant feedback evaluations. Lesson observation data/ feedback CEC OneNote training programme. Faculty minutes/ FIPs/ SQRs		
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We have continued to develop our approaches to embed opportunities to deliver sustainability outcomes with the curriculum.	The result is a more consistent approach to digital practice for learners and parents. We have continued to develop digital specific CLPL as part of our CAT/INSET sessions and continue to work towards the achievement of the Digital Schools Award and Digital Wellbeing Award. We have an established iPad charter, which sets out our expectations for their use and application across our school community. A new school garden has been created that will offer all faculties extended outdoor learning opportunities on a regular basis. A pupil leadership group has identified sustainability opportunities across the school including working with our school catering and facilities team to reduce waste and increase the amount of packaging and wrappers that are recycled each day.	SIG minutes/ planning CLPL/ CAT/INSET agendas Staff evaluations iPad charter Staff and learner evaluations SIG minutes/ planning CLPL/ CAT/INSET agendas Work toward National awards (Eco-Schools Green Flag) Introduction of food waste and battery waste bins around the school to become more sustainable. Changes in food packaging within the caf-eat area.	As part of our CAT/INSET sessions we will continue to develop outdoor learning and sustainability specific CLPL We will continue to offer support to staff (especially new staff) from our experienced outdoor learning team and grow/share the resources available on the SharePoint site to support with planning and delivery of outdoor learning and sustainability experiences. We will continue work identifying opportunities for developing the knowledge, understanding and skills of Learning for Sustainability within all new courses and learning pathways.	
Effective use of assessment				
We have continued to support faculties in their reviews of approaches to assessment and moderation to improve	The school has continued to build on the positive practices of assessment and moderation highlighted in our HMie Inspection	Updated Learning, Teaching and Assessment Policy Faculty timelines SQA Results/ attainment data	Develop our approaches to self-assessment for learners, related in particular to their evaluation of skills/ dispositions progress as part of our skills framework.	

consistency and quality assurance. We have developed consistency in approach to and quality assurance of the assessment-feedback cycle.	report and shared within our updated learning, teaching and assessment policy. These include the range of relevant assessments used throughout the BGE and Senior Phase to arrive at accurate assessment judgements, the effective planning and tracking of progress against National Benchmarks in all departments, ensuring staff make confident professional judgements, and regular and routine moderation activities as part of our QA process. More staff are engaging with professional networks like the SQA to support in moderation activities and understanding national standards. We have updated our approach to the assessment feedback cycle. A shared set of expectations of all teachers is laid out in our Assessment-Feedback cycle (a simplified flow diagram) to ensure consistency in learners' experience across faculties. All teachers have engaged in training linked to this, with faculties reviewing their approaches to assessment and feedback as a result. Through our Family Learning Padlet, faculties have shared their approaches to homework, assessment and feedback with families. This has given a greater	HMle Report Dec 2023 QA Calendar and Action Logs. Moderation Policy and Practice documents Faculty moderation evidence Successful SQA Verification – 6 events and visits this session; 4 previous session. Collated List of SQA Appointees session 2023-2024 and 2024-25 Assessment/ Feedback Cycle planning – notes and minutes QHS Assessment-Feedback cycle diagram CAT Programme – agenda and resources Faculty reviews - minutes/ FIPs Family Learning Padlet Parental focus groups and questionnaires		
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	overview of the timelines, and types of assessment and feedback across the school curriculum so that families can better support their young person at home.			
Planning, tracking and monitoring				
We implemented a new tracking system, Pupil Tracking, in line with City of Edinburgh guidance.	Implementation and deployment was successful.	Based on feedback from the first tracking report, we worked with Parent Council representatives and members of the wider parent community to improve the quality of the information and layout. Feedback from these improvements was overwhelmingly positive.	Increase quality assurance time. Further engagement with National Standardised Assessments (NSA).	
QI 3.1 Ensuring wellbeing, equality and inclusion (Wellbeing; Fulfilment of statutory duties; Inclusion and equality)				
Wellbeing				Good
Staff professional learning to explore wellbeing – All staff have completed training as part of Child Protections updates in August and January.	Staff know, understand, and use the wellbeing indicators as an integral feature of school life where there is concern for wellbeing. Staff have created an environment where children and young people feel listened to and are secure in their ability to discuss personal and sensitive aspects of their lives.	197 issues identified and followed up through GIRFEC Wellbeing Concern procedures in 2023-24. 302 issues identified and followed up through GIRFEC Wellbeing Concern procedures in 2024-25.	Review of safeguarding practice alongside CEC colleagues, against national guidance has highlighted areas for improvement, specifically with relation to publication and understanding of arrangements for making a safeguarding or child protection concern for learners and parents/carers	
Fulfilment of statutory duties				
We have updated record keeping and attendance processes to ensure consistent practice and early intervention.	We comply and actively engage with statutory requirements and codes of practice. Our staff, learners, parents and partners know what is expected in these areas and are involved in fulfilling statutory duties to improve outcomes for children and young people.	All teaching and support staff have engaged with direct contact workforce child protection training. All Senior Leaders and all Pastoral Middle Leaders have all refreshed their enhanced child protection training. Tracking and monitoring of attendance has led to overall improvements in attendance, with	Updates to child protection information and training for temporary staff and student placements to ensure consistency of support.	

		attendance projected to end the session 1.2% up on 92.4%. This continues our positive trajectory and is in contrast to nationally declining picture.		
Inclusion and equality				
We have updated our reporting mechanism to equalities concerns shared with all staff and young people.	We understand, value and celebrate diversity and challenge discrimination. In our school age, disability, gender reassignment, marriage and civil partnership, pregnancy, race, religion or belief, sex and sexual orientation are not barriers to participation and achievement.	We have successfully received recognition for our work in supporting - LGBTQ+ young people through achievement of the LGBTQ+ Scotland Gold Aware. We have successfully achieved - Young Peoples rights through the UNCRC Rights Respecting Silver Award. We have had a reduction in reporting of incidents with respect to almost all protected characteristics.	Data and feedback from young people inform us of work which is needed to adapt our curriculum to recognize a rise in Gender based issues and concerns linked to body image / physical appearance.	
Collegiate analysis of inclusion and equality, through peer observations, ELT observations and curricular self reflection has taken place. We have Implemented adaptations to targeted and intensive support interventions for young people.	We have effective strategies in place which are improving attainment and achievement for children and young people facing challenges	Observation of lessons by ELT found that in most departments some differentiation was evident but not all learners were supported effectively. Examples of good practice were identified in Expressive Arts, Health & Wellbeing and Inclusion teams. CIRCLE resource assessment has initiated self assessment among curriculum areas with regard to provision of universal support. Almost all departments feel there is strong planning / practice in relation to: - Availability of objects - Support and Facilitation - Relationships	CLPL to be designed to look at specifically meeting the needs of Dyslexic and Neurodiverse young people. A QA tool, implemented through ELT observation, will track and monitor the impact of this support.	

We have continued to improve our systems to track and monitor the wellbeing, attendance, attainment and achievement of our care experienced young people.		- Rules and Boundaries In some areas, development need has been identified in relation to: - Visual Supports - Sensory Space - Appeal of Activities - Routines A shared vision for attainment and achievement has been designed, building an alternative curriculum to maximised both areas for young people in need of intensive support. Tracking and monitoring of attainment benchmarking vs June 2024: Almost all young people “On track2 to achieve literacy outcomes Almost all young people “On track2 to achieve numeracy outcomes Almost all young people “On track2 to achieve 5 SCQF Level 4 qualifications at S4 58.6% of young people assessed positive for wellbeing against the Wellbeing indicators. Attendance of Care Experienced young people has been positively impacted by closer tracking and monitoring, with proactive interventions. Attendance is projected to be 91% (+7%). Gap to overall figure is decreasing (-2.4% vs -8.3% at June 2024)	Interventions will be aligned with the Pupil Tracking system to ensure robust tracking / monitoring of the effectiveness of interventions and identify early signs of need to adapt support. Implementation of a care experienced champion to ensure early and sustained interventions for the wellbeing of our care experienced cohort.	
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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)				
Attainment in literacy and numeracy				Good
Enhanced tracking of literacy and numeracy attainment in each senior phase year group.	Attainment in literacy and numeracy in the senior phase is above or significantly above the virtual comparator in all standard measures for year group data.	Insight data (evidenced earlier in this document).	We plan to increase the gap over our Virtual Comparator with more intensive interventions for non-attenders.	
Literacy and numeracy interventions were successfully implemented within the leaver cohort.	We have widened the gap over time from our Virtual Comparator in leaver literacy and numeracy attainment.	We performed above our Virtual Comparator in both literacy and numeracy leaver data at Level 4 and 5.		
We further increased the quality of our assessment and moderation of Achievement of a level in literacy and numeracy in S3. This included additional looking outward activities	We have seen improvements in literacy achievement of a level (ACEL), and have maintained numeracy levels.	Data submitted to Scottish Government. Our ACEL data is above the average for City of Edinburgh Schools.	Continue to look outwards for best moderation and assessment practice.	
Attainment over time				
Increased our senior phase pathways, including more opportunities at level 5.	Increased pathways and interventions had significant positive impact on year group attainment, particularly in S4 and S5.	S4 and S5 breadth and depth Insight data above or significantly above in all standard measures.	Further enhance level 5 and level 6 intervention pathways.	
We increased the number of level 5 interventions and the supports to achieve them.	Our Lowest 20% attaining full leaver cohort and ASN cohort widened the gap from our Virtual Comparator compared to the 2023 leaver full and ASN cohorts.	We widened the gap in our complementary tariff by 20% from our Virtual Comparator for the full leaver cohort, and 34% for our ASN cohort.		
We successfully introduced a new tracking system. In the BGE, learners are making appropriate progress throughout the session.	We introduced pathway tracking in addition to the City of Edinburgh Council tracking system, as well as a recommendation coursing system, to further enhance details of progress to parent/carers and young people.	We have seen increasing engagement as we progressed through the session. We received positive feedback from a parental focus group regarding improvements implemented during the session. Almost all staff report receiving appropriate	We will further enhance internal and external guidance in relation to Pupil Tracking. We will further increase intervention resourcing, and implement a BGE curriculum review.	

We continued to increase pace and challenge within our BGE curricula.	Each faculty took a range of actions to review courses to improve pace and challenge both within the BGE and increased P7 transition activities.	support for tracking of assessment. In S1, most young people are working within third level. In S3, most young people are working within fourth level. Quality assurance through faculty link meetings, interim FIP reviews and faculty SQRs.	Our BGE curriculum review will include further developments in pace and challenge.	
Overall quality of learners' achievement				
We celebrate young people's achievements through screens throughout the school, assemblies, weekly bulletins, Tannoy announcements and ceremonies. We have introduced additional achievement opportunities this session.	We have successfully introduced a barista achievement for a targeted group. Our Duke of Edinburgh course uptake has increased significantly. All young people have the opportunity to develop within the meta-skills framework in S1 and S2 through personalization and choice. We have increased the number of extra-curricular opportunities and study classes available this session. Young people had the opportunity to access a wider range of alternative qualifications, including offers from partners.	Targeted senior groups achieved barista awards, customer service awards and Enterprise and Employability awards this session. Additionally, young people in S3 successfully began work on these courses. We tracked progress within the meta-skills framework for S1 and S2 young people between tracking periods. We introduced additional enhanced curricular opportunities this year, with 3 additional sports activities and 6 non sporting activities compared to last session, rising to 52 activities overall.	We will further improve our tracking of wider achievement and provide more support for young people to engage in these opportunities, and track their development.	
Equity for all learners				
Increased focus on targeted cohorts, including those on Free School Meals, and those in more deprived areas. We used characteristics and attainment data to identify and target key groups. We further improved and resourced our faculty and whole school	Our quintile 2 cohort performed above or inline with the virtual comparator in almost all standard measures of breadth and depth. Literacy and numeracy above the virtual comparator for this cohort in S4 and S5. We have seen an overall improvement in leaver attainment data, particularly within SIMD 3, 6 and 7 cohorts.	Insight data highlights quintile 2 attainment in many areas. Our attainment versus deprivation trend line is now slightly above our Virtual Comparator compared to slightly below in the previous leaver cohort data.	Enhanced review of tracking and interventions of young people with one or more factors that affect their learning. Further develop our tracking and early intervention strategies through cohort studies and introduction of CAT testing.	

intervention strategy to support equity of success				
We have engaged in ongoing work with key partners to ensure leavers consistently move to a sustained positive destination.	Almost all young people are successful in moving on to a sustained positive destination on leaving school.	QHS (97.8%) outperformed our VC (96.5%), CEC (95.6%) and the National cohort 95.7%).		
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				Good
Direct contact child protection training for all teaching and support staff has been completed.	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. All staff take part in regular professional learning and are confident in responding to any child protection or safeguarding issue.	Senior leaders responsible for safeguarding are clear about the expectations of their role, and provide support and direction for staff	Arrangements for making a safeguarding or child protection concern should be well-publicised and understood by all learners, parents and carers.	
Enhanced child protection training for all Senior Leaders and Pastoral Middle Leaders has taken place.		Arrangements are in place to ensure that all staff (including volunteers and partners) are aware of their responsibilities in relation to child protection.		
Key members of our leadership team have engaged in PREVENT training and have disseminated learning throughout.				
Arrangements to ensure wellbeing				
There has been ongoing engagement throughout the session by staff in supporting young people’s knowledge of their rights.	The ethos and vision of the school strongly promotes equality, challenging all forms of discrimination.	This year the school achieved our LGBT Charter Gold Award.	An update to the pastoral system will re-allocate the named person for most young people – work will be undertaken to establish relationships to ensure consistency of support.	
A group of 13 staff (teaching and non-teaching) along with 15 Senior pupils have been	The focus on this area has raised awareness of mental health and through assemblies and information sharing within PSE	Our UNCRC group has continued their work towards achieving the UNCRC Rights Respecting Gold Award. They have been active in leading workshops with pupils within our learning community along with presenting to 150 other Rights ambassadors at the annual UNCRC conference at Merchiston Castle.	Two mental health first aid leaders within the school are to complete the train the trainer course to allow further staff and pupil groups to be	

trained as mental health first aiders. Staff within the Health & Wellbeing group have worked to create an overview Padlet of HWB within QHS.	signposted where pupils can find support within the school. Designated members of each faculty have overseen the creation of the Padlet. This has helped to identify gaps in the delivery of HWB outcomes within each faculty to target next session.	Place2Be Programme successfully completed. Faculties have discussed the HWB outcomes within faculty meetings. Each lead teacher has fed back to their faculty to ensure consistency of approach.	trained in house, providing sustainability to this approach. Look to foster closer HWB links within collaboratives around project-based learning to strengthen the shared HWB culture. Pupil led HWB logos are being developed in collaboration with the learning community which will give HWB in QHS an increased visibility within the school and learning community.	
National guidance and legislation				
Staff have participated in professional learning to reinforce responsibilities and risks which present a possibility of harm to young people, including common indicators based on national guidance and local information.	There is a strong, robust and proactive response from adults that reduces the risk of harm to children. Adults working with them know and understand the indicators that may suggest that a child/young person is suffering or is at risk of suffering harm. They take the appropriate and necessary action in accordance with local procedures and statutory guidance	302 issues recognised and followed up through GIRFEC Wellbeing Concern procedures in 2023-24. Child Protection concerns followed up with critical partners in Health, Police and Social Work as appropriate.	Implement CEC QA tool to evaluate the effectiveness of record keeping guidance and legislation with regard to safeguarding.	
QI 2.2 Curriculum: Theme 3 Learning pathways				
We identified a senior phase curriculum model that would allow for a significant increase in flexible pathways, including: • Additional vocational opportunities • Additional progression to level 6 opportunities • Additional opportunities to maximise level 5	We have offered over 30 new subjects, levels of subjects into our curriculum. We have maximised the number of qualifications a young person can undertake in S5/6 by aligning the number of periods with the level of the subject and the SCQF points.	There was a high level of interest in our new offering, whilst continuation of strong numbers in existing courses. Only two newly offered courses are not running this coming session. 18 new courses running for session 25/26.	We will further improve the coursing strategy within our new year head structure and further enhance our available interventions pathways.	Good

attainment by the end of S4.				
QI 2.7 Partnerships: Theme 3 Impact on learners (parental engagement only)				
We have responded to parental feedback to develop our approach to family learning.	Our Family Learning Resource Hub (Padlet) engages more parents/ carers in supporting the learning of their young person. All faculties have contributed to this and regularly review/ evaluate resources to support families within subject areas. Our Family Learning SIG has developed the school approach to parental engagement, offering family learning sessions including study skills and effective exam preparation. Parents have reported positively about the support offered through these sessions. Our Study Lates Programme was developed in response to parental voice regarding exam preparation and confidence building and has supported hundreds of our S4-6 young people to build their confidence, subject skills and exam techniques in the lead up to the final exam diet.	QHS Family Learning Padlet Faculty minutes/ FIPs Weekly Newsletter engagement (Sway) Parental feedback – focus group and surveys/ Parent Council minutes. SIG Minutes/ Actions Family Learning Programme – calendar of events Focus group feedback Parent Council minutes Study lates programme and attendance registers Pupil, teacher and parent evaluations	Link with media course and new Pupil Parliament to provide opportunities for more pupil led input and updates. Include translation options or summaries for EAL families if required.	<i>Good</i>
We have responded to parental feedback to develop our weekly Newsletter (SWAY) communication.	Our SWAY communication continues to engage more parents/ carers in supporting the learning of our young people and being aware of key information relating to school life.	Weekly Newsletter engagement (Sway) – analytics show on average over 800 per week. Positive parental feedback to the wider content and information (from all areas of school life) being shared on a weekly basis.		

We considered accessibility and readability options, adjusting text/backdrop ensure better contrast, legibility, and accessible fonts of the Newsletter to make it more viewer friendly and accessible to those with specific sight issues.	All faculties have contributed to the SWAY in terms of content and utilised it to share faculty specific information. Utilised the NQTs within each faculty to capture successes and house events which they have hosted to be shared within the SWAY.	Faculty meetings noting items to be shared in the SWAY. Positive feedback from parents/ carers		
We have utilised the newsletter to highlight to parents the successes of the revived House System and associated House Events being held in school.	Parents/ carers respond weekly to share success which is then included within the next SWAY newsletter.	Positive feedback from pupils with information also shared in school on digital screens around the building for consistent messages		
Introduced a mechanism where parents/ carers can submit information to celebrate pupil success				