

JAMES GILLESPIE'S HIGH SCHOOL

Standards and Quality Report June 2023

Context of the School

James Gillespie's High School, founded in 1803, sits in the heart of the beautiful city of Edinburgh. Our catchment area includes many of its glories – Edinburgh Castle, the Royal Mile, most of the University, of Edinburgh, the National Gallery and even the Scottish Parliament. For over forty years we have been a successful, culturally diverse comprehensive, educating young people from aged 11 to 18 years of age. Our students describe us a great school, visitors regularly comment on pupils' ease and friendliness, and we have very many distinguished former pupils.

As well as an outstanding academic record, we are proud of all the extra-curricular programme of activities on offer. In addition, James Gillespie's provides Gaelic-Medium Education from First Year onwards.

We have an international outlook as a school which reflects the diverse and rich make-up of our student population. Large



numbers of students are involved in Sports, Duke of Edinburgh, Performing and Visual Arts. Additionally, all pupils are encouraged to take part in the many opportunities we offer for foreign travel and connecting with peers across the world.

Our **vision** as a school is to create a nurturing environment in which all feel welcome and part of a larger family. All members of the school community will feel appreciated and enabled to forge friendships based on values they will embrace for life. We seek to ensure that James Gillespie's High School provides a foundation for a lifetime of learning, embracing the diversity within our wider community, so that every individual can excel in their own unique way.

Our Values are the principles which underpin how we set out to operate as a school community and how we will relate to each other to achieve our vision. Following a review and consultation during session 17/18 our School Values are currently:

- a) Respect
- b) Kindness
- c) Integrity
- d) Inclusion
- e) High Expectations

Reference throughout this document will be made to [‘How Good Is Our School?’](#) This guide is specifically designed to promote effective self-evaluation as the first important stage in a process of continuous self-improvement.

Our school has developed an excellent reputation in the local community. It is a reputation based on several positive contributory factors, namely:

- *high quality learning experiences for students in the daily life and work of the school*
- *conscientious students who work diligently to achieve their goals.*
- *a network of support encompassing pastoral, academic and parental inputs.*

- *an expectation of academic success*
- *opportunities to contribute and excel in cultural, sporting, voluntary and community activities.*

James Gillespie's High School has a great platform from which to meet the challenges of preparation for life beyond school in 21st Century Scotland due to the strong support students receive at home, in school and from the wider community. In the sessions ahead, the school will become much more adept at harnessing the contributions made towards learning and teaching from all these spheres to improve student opportunities. By becoming a more data rich organisation we will evaluate the quality of our provision more closely and through several differing perspectives. By these means we seek to stimulate a feedback culture which takes cognisance of and responds to the suggestions of our learning community. Such improvements to our self -evaluation will inform our planning and impact positively for students.

In short, our aim is to sustain a culture of enquiry and ambition for teachers, students and families through motivated and professionally developed staff; students with a sense of who they are and what they can become; and families who feel better connected and involved in the life of the school. We will organise frameworks and systems to communicate better but above all, will strive to ensure our students retain their innate enthusiasm for learning, focus on their personal best and are challenged and supported to achieve all they would wish from the totality of their education at James Gillespie's High School.

James Gillespie's is a non-denominational six-year comprehensive situated in the heart of the city. The school aims to provide a secure, supportive and challenging environment based on mutual respect where staff and pupils develop their skills to the highest level. We also seek to promote education as an active partnership through our home and wider community links as the lead provider of community services in the area. Effective cluster working ensures continuity with our six associated Primary schools. As well as a significant number of out of catchment primaries as well.

The school roll for 2022 –23 is 1594, with this expected to continue to rise in the coming years. The S1 roll is 300 with usually around 10% of this number coming from out of catchment placing requests. We encompass the Gaelic Medium Education, which current has approximately 450 students in our school community.

Free meal entitlement is around 4%.

52% of students go on to Higher education; 17% to Further education; 25% straight into employment and the remainder into the voluntary sector, training or seeking employment. We had a 97% positive sustained destination for the last academic year. Attendance figures continue to be strong above 96% which is above the Local Authority and National figures.

Staffing for session 2022- 23 is 136 FTE. The management structure is made up of eleven curriculum leaders for subjects, six pupil support leaders, one support for learning CL, and a Wellbeing Hub CL, five Depute Head Teachers and the Headteacher. The DHT's and the HT are the

Senior Team link with several subject departments and the Depute Head Teachers have a House Head caseload, as well as a teaching commitment.

The Business Support Manager is an important member of SLT, and line manages up to 30 support staff comprising: technicians, learning assistants; classroom assistants; clerical staff; librarian.

The school has undergone a comprehensive change in staffing over the last two years and this has been down to staff retiring, taking up promoted positions or relocating to a school closer to their residency. This has therefore seen the following changes in this time. A new Head Teacher, Depute Head Teacher (x2), and the introduction of a CL Wellbeing Hub. Regarding teaching we have seen over thirty staff appointed in the last two academic years.

The school's vision and values are key to the ethos and culture of our amazing school. It is important that these reflect the ethos and culture of our school and that the whole school community are invested in these. It was important that we involved the whole school community in the process of introducing our school vision and values. We endeavoured to complete this by involving pupils, staff, parents, carers and parents and pupils of our cluster primary schools. These continue to be shared with all stakeholders and we will strive to ensure that these are embedded in the life of the school and that these are walked by staff and pupils daily.

The key documents for the school can be located on the school website:

[James Gillespie's High School | Secondary School Marchmont Edinburgh \(jamesgillespies.co.uk\)](https://www.jamesgillespies.co.uk)

Important information for parents and carers on topics such as additional support needs, SQA, term dates, parent council, careers and developing the young workforce (DYW) can be located at:

[Parents - James Gillespie's High School](#)

Pupils, parents, carers can also locate information regarding news, year specific information, school calendar and course choices at:

[James Gillespie's High School | Secondary School Marchmont Edinburgh \(jamesgillespies.co.uk\)](https://www.jamesgillespies.co.uk)

To support the school's self-evaluation, a team of council officers and Head Teachers visited the school in November 2022. The team consisted of the Secondary Quality Improvement Manager, Acting Primary Quality Improvement Manager, Edinburgh Learns Senior Development Officer, three Quality Improvement Education Officers, an Associate Secondary Head Teacher, and a Primary Head Teacher from James Gillespie's Learning Community. The team visited 89 classes covering every faculty and year group, the Wellbeing Hub and other areas of Pupil Support. They also led focus groups with a range of stakeholders including pupils, parents and carers, partners and staff.

Key strengths and next steps from the Supported Self-Evaluation Visit

Strengths

- The positive relationships developed by staff which contribute to a learning environment in which young people are co-operative and keen to learn.
- The staff's commitment to supporting the wellbeing of all young people. This has built an ethos of mutual respect.
- The progress of the school in challenging times, through the pandemic and other mitigating factors.

Next Steps

- The school should continue to develop strategies to raise attainment for the lowest-attaining groups of young people across all stages.
- Ensure that monitoring and tracking of progress, achievement and attainment, for individuals and groups of young people, is systematic and based on reliable evidence across all curriculum areas. This should include building on the most effective practice within the school, to develop a shared understanding of what high-quality learning, teaching and assessment means for James Gillespie's High School.

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

What have we done?

We have strived to involve all stakeholders in developing a plan to ensure that our commitment equity, equalities & inclusion in our shared vision is fully understood, is visible and embedded in our daily practice.

Ensured learners, parents & carers are involved in leading Equalities practice through their role in the Equalities Committees.

Collaboratively created a reformed curriculum which offers equality for all, acknowledging all cultures and celebrating diversity. Ensure any aspect of conscious/unconscious bias are removed.

Implemented the new Curriculum Framework in the school's planning approach 2022-23. Evaluated the impact of this through planning dialogue meetings, sharing classroom experiences, focus groups of pupils and parent/carers and tracking and monitoring meetings with all teaching staff.

Provided opportunities for teachers/PSAs to engage in pilot Leadership for Equity CLPL.

All teaching staff attended the differentiation aspect of the Edinburgh Learns Teaching Charter CLPL.

Teachers undertook assessments with pupils to identify gaps in learning and to provide interventions as appropriate.

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

Senior leaders create conditions where staff feel confident to initiate well-informed change and are committed to collective responsibility in the process of change. The school protects time for professional dialogue, collegiate learning and self-evaluation, so that most members of the

school community can contribute to plans for continuous improvement. The Parent Council is a thriving resource and the Headteacher provides all families with a weekly update.

There are strong examples of distributed leadership involving staff and young people. Pupils are leading on aspects of the school improvement plan such as the digital strategy, Rights Respecting schools and Eco. Their voice is captured through the Pupil Council, that includes representatives from every stage.

Staff work collegiately and are committed to implementing and leading change within their subject areas. Middle leaders develop improvement plans with the staff in their faculties. These plans reflect some aspects of the school improvement plan.

Staff demonstrate a willingness to observe practice in other departments across the school. The re-introduction of Learning Trios will support this and provide staff with the opportunity for professional discussion. Staff have been given the opportunity to share practice with colleagues from other schools and participate in moderation as part of citywide subject networks. Post pandemic, there should be a wider programme in relation to the Shared Classroom model.

A few staff are working presently to gain masters level learning accreditation.

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

The school actively seeks the views of all stakeholders and responds to identified needs such as mental health and wellbeing, with staff, partners and young people upskilling to ensure a sustainable approach. Almost all middle leaders feel that they are listened to and valued. Teaching and non-teaching staff engage in self-evaluation processes. In most faculties staff contribute to faculty improvement plans and the strengths of staff are used to delegate tasks.

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

Tracking and monitoring

- Self-evaluation calendars to be reviewed and updated to better link department and whole school.
- Training effective use of EDICT and use of data to drive improvement and target support.
- Review and update systems for reporting to parents and carers.

Vision and Values

- Review of protected time to reflect school priorities and the school vision and values.
- UNCRC embedded into planning, practice and priorities.
- Promotion of vision and values and embedding within the curriculum and whole school policies and practice.
- Launching and raising the profile of the new equality principles whole school. IP

Leadership for Equity

- Refer to PEF plan for full detail.
- Use of EDICT to identify and target support through positive action etc.

Whole school

- Continuing to further develop and strengthen in house CLPL and sharing of good practice (focusing on coaching and mentoring processes and PRD consistency)
- Sharing feedback from each INSET/CAT to summarise key points and next steps.

How you would evaluate this QI using the HGIOS 4

4

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

What have we done?

We introduced regular tracking engagement reports throughout the online learning period for all learners and shared these with home. We reviewed and renewed our online learning processes inline with the Empowered Learning programme. This has allowed learners greater opportunities to actively engage with their learning. We shared tips for online learning with pupils, parents, and carers.

We created a staff working group to review the previous online learning procedure and adapted this after review. We redeveloped this learning and teaching procedure to focus on developing our Digital learning provision and to provide more direct teaching interaction and engagement with learners. We created a Digital Strategy Team with faculty reps to share good practice with colleagues. We created a whole school blended learning plan which supported the development of our Digital and Outdoor learning provision. We regularly shared in-house. Local and national CLPL training opportunities to develop learning and teaching strategies and Digital Learning. The Digital Strategy Team compiled a self-evaluation tool to audit the confidence and skills of staff in the use of Teams and offered training opportunities because of this.

We have conducted a faculty audit of current Assessment and Moderation practices and shared good practice from other schools at CAT and in-service sessions. We have shared the Draft Framework for Assessment and Moderation and started to share good practice within school. This will continue next session.

We have provided opportunities for staff training for Assessment is for Learning and started to consult with stakeholders with regards to reviewing our Assessment & Moderation Strategy.

We conducted a faculty audit of learner conversations and, from these results, identified faculties who can share good practice, and those who need further support. We provided some training on this, using some standard questioning techniques. This is to be further embedded and evaluated.

We are currently reviewing and developing the approach with the whole school tracking system to monitor and evaluate learners' progress to ensure a focus on equity and success for all learners. All faculties have engaged with the Edict tracking system and this has allowed us to ensure that we have a consistent approach across the school. This also allows us to gather data, that can be reviewed to support learners.

Analysis of whole school tracking data was used, to identify targeted pupils who have struggled to engage and targeting support in their direction using the appropriate staffing team. This included running sessions, including literacy and numeracy.

All students now have their own device, and this has helped to ensure a consistent approach for all students.

"Access to Success" implemented for targeted students. The support team identified young people that were at risk of not achieving qualifications.

subjects and highlighted Science as a real positive. They felt the teachers in practical subjects put a lot of effort into creating lessons.

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

In almost all lessons, relationships between staff and young people are positive. There is a strong sense of mutual respect. Almost all pupils are attentive during lessons, interacting well during activities, showing a real willingness to learn and talk about their learning.

Almost all pupils like the school environment and share it is a positive place to learn.

In some classes pupils lead learning and their views are sought on the lesson's content.

Staff work hard and are committed to ensuring that all young people achieve success.

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

In almost all lessons there is a positive ethos for learning. The focus of the lessons is understood by most pupils.

Teachers support learners individually and collectively.

In some lessons there are positive examples of collaborative approaches which involved young people working effectively in partnership and acting as peer learning resources.

In the majority of classes, questioning is used to support understanding and most effective when it overtly engaged pupils and supported pace and challenge in their learning. Questioning is open and required learners to problem solve and think critically and analytically. In the majority of lessons, questioning is used to select pupils which helps to generate an inclusive and engaging environment.

Almost all pupils really enjoy the practical subjects and highlight Science as a real positive. They feel the teachers in practical subjects put a lot of effort into creating lessons.

In a number of classes formative assessment strategies are used effectively to support teaching and learning. This practice should be shared more widely. A few pupils were given the opportunity to self or peer assess learning. Almost all pupils said that teacher feedback comes mainly from assessments.

Most lessons are thoroughly planned and structured. Teachers know young people well and almost all staff communicate with them in an engaging manner.

Progress over time for individuals and class groups in the BGE is tracked at department level.

Engagement with the Teachers; Charter specifically the Differentiation training and resources

Built on tracking and monitoring across the curriculum and for all year groups.

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

Tracking and monitoring

- Review current classroom observations and embed dept and whole school processes for this.
- Monthly L & T SIT meetings and termly good practice information sheets from this.
- Review key adult conversations and plan how best to link these with the new tracking and monitoring systems on EDICT.

Pace and challenge

- Review what makes a good lesson at JGHS to include four phase model and AiFL/Differentiation.

Teachers' Charter

- All staff must link their CLPL to at least one aspect of the teachers' charter for the year.
- Developing digital pedagogy and in house CLPL

How you would evaluate this QI using the HGIOS 4

4

QI 3.1 Ensuring Wellbeing, Equality and Inclusion: Wellbeing, Fulfilment of Statutory Duties, Inclusion and Equality – *Including Leadership for Equity and The Promise*

What have we done?

We focused on reconnecting and building relationships with students. This included key adult discussions and key adult check-ins. Staff who are trained in Scottish Mental Health First Aid (SMHFA) provided support throughout the year, a service was provided where any student could request mental health first aid and would be contacted at the latest by lunch time the next day by one of our trained staff.

Our tracking system of vulnerable students gave a clear timeline of communications across SfP, SfL and PEF teams.

We created a transparent system for referrals to our counselling service.

We continued to work closely with pupil voice throughout the session, so we could gain quick feedback on all the changes as they happened. We interviewed S1 pupils about their transition into High school.

Tracking of care experienced significantly improved throughout the session. A new agreement for the transfer of pupil files (including PPR, CP, WC, etc) will be implemented from this upcoming transition. An audit of all current files means we now have an electronic record of what files we have. File storage has been updated to be in line with the most recent guidance available, whilst we wait for the next guidance update.

We delayed the implementation of our updated Anti-bullying policy until October 2022. We formed pupil, parent and staff focus groups, and conducted a survey which included almost half of our entire cohort. The Rights Respecting Schools group worked with departments on how they can embed UNCRC into their curriculum, and they created a website to further publicise their work. Our 'Rainbow sheets', which is our individual inclusion information on relevant students, continues to be good practice. However, this year we made greater efforts to streamline the gathering of this data from our feeder primary's. Staff completed equalities training.

Targeted S1 targeted student initial interviews to assess wellbeing related needs and possible poverty related barriers to learning. This is combined with initial and follow up interviews from previous years to give a complete record from S1-4.

Collection of donated Christmas gifts was distributed to targeted students who were struggling financially.

Newsletters with termly updates from departments were issued to all parents/carers and on this was links to possible sources of support e.g., food, resources, shoes, clothes, devices etc.

Canteen surplus food issued to CE students in need – reduce waste and provide food for students in the evenings.

Attendance whole school procedures overhauled and support from key adults, PSLs and the office. Piloted from April 2023, with an extension in the new Timetable on June 5, 2023.

A focus on targeted and Care Experienced students.

Office support in applications for FME for parent/carers.

Thrive program was successfully brought in for a small group of struggling students to help strengthen their friendship groups and mental health.

Funding for continuation of Breakfast café, and an Art project was secured.

Working with the Council and canteen staff to set up the pre-order system and organise supported visits for FME students too anxious to use the canteen.

The school ‘communities’ house structure enables all young people to access a pupil support team. Pupils commented that they had a member of staff they could talk when they required support. The school’s “Key Adult” approach includes 1:1 and group discussion around wellbeing and progress in learning on a regular basis.

Work undertaken on mental health strategies is progressing well. Pupil led Mental Health Companions and the Mental Health safe space has been well received. All pupils spoke positively about the ongoing work to support this area. A Senior Development Officer (SDO) appointed specifically for Mental Health shows commitment to addressing this area. Parents have been involved in the setup of the newly established Wellbeing Hub and Snug.

Work undertaken in attendance is having an impact on reducing absence. This has been a targeted approach working through community meetings, admin staff allocated specifically to attendance and improved systems to identify attendance concerns early and interventions to be put in place.

Specific work with parent/carers to offer training and supports such as seasons for growth, raising teens with confidence and funding equipment and furniture for the SNUG has shown a collaborative approach to school improvement.

Staff and partners take due account of the legislative framework related to wellbeing, equality and inclusion.

Pupil leadership opportunities exist in several equalities, diversity and rights groups across the school including *Lesbian, Gay, Bisexual, and Transgender* (LGBTi) group, Rights Respecting School Award group, Mental Health Companions and Pupil Voice. This allows pupils to be actively involved in decision making and improvement planning across the school.

The school has engaged in an authority equalities thematic review and work is being undertaken to decolonise the curriculum in several areas.

The school have undertaken a wide range of staff and pupil training to deepen understanding and expertise in several areas, such as differentiation, Dyslexia, Attention-Deficit/Hyperactivity Disorder (ADHD), autism spectrum disorder (ASD), Developmental Coordination Disorder (DCD) and assessment arrangements.

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

Most parents and carers have shared that their child liked being at school and that staff treated their child fairly and with respect. All parents said they felt their child was safe at the school.

Parents and carers were aware of the school's work on emotional wellbeing and highlighted best practice by some staff.

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

Referral process HUB and SNUG

Ensure effective use of the Anti-bullying Policy

SDS/16+ spreadsheet tracker

Pupils have shared how much support they get from pupil support if they need help, and they feel that the Support for Learning faculty directly impacted on their progress and helped them achieve at school.

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

Tracking and monitoring

- Review and update of rainbow sheets to create a live document to reflect feedback from staff to improve communication regarding learners needing support and August launch.
- The school should continue to review and revise its procedures for preventing and responding to bullying and equalities incidents.

Equalities

- Development of religious observance
- Embed equalities principles and values
- Whole staff training on protected characteristics
- Embed UNCRC into whole school practice

MHWB

- Continuing to develop supports across whole school community
- Linking with primaries
- Improving supports for parents

How you would evaluate this QI using the HGIOS 4

4

QI 3.2 Raising Attainment and Achievement Attainment in Literacy and Numeracy, Attainment over Time, Overall Quality of Learners' Achievement, Equity for All Learners - Including progress made on Stretch Aims

What have we done?

Tracking meetings demonstrate that almost all class teachers are confident in using data to ensure that pupils' needs are met with appropriate interventions at an early stage.

All class teachers are clear about the closing the gap strategies for pupils in quintile 1. Most are developing increased confidence in using a range of assessment data including benchmarks to support their judgements about pupil progress.

All teachers liaise closely with our Closing the Gap Team to ensure the most vulnerable pupils' needs are met.

We have further developed our tracking systems to ensure pupils are tracked at an individual level in Literacy and Numeracy. Staff have regular contact with SLT/SFLT/PEF DO throughout the session to evaluate the impact of teaching and learning approaches, to identify individual pupils requiring support and to plan appropriate interventions e.g., Mentoring, attendance at Wellbeing HUB, additional I to 1 time. All individual pupil data has been updated to reflect changes in family circumstances due to Covid- 19 e.g., increase in FME, families living in homeless accommodation.

Improved our overall arrangements for tracking individual pupils' attainment over time with regular SLT/SFLT led attainment meetings at key points throughout the year. This is aimed at supporting staff in making effective use of assessments, and developing their shared understanding of standards, to make confident professional judgements about pupils' progress and attainment levels.

Staff across the school demonstrated resilience in ensuring that all pupils were supported through the past session.

Almost all staff have reported increased confidence in planning and assessing Literacy using Es & Os and the associated benchmarks. Almost all demonstrated a much higher degree of confidence in making judgements about pupils' attainment levels.

High levels of Performance across all faculties were maintained in session 22/23.

In school emphasis on focusing on pupils who are more vulnerable has paid dividends in ensuring that almost all attained predicted levels.

In school tracking system has identified pupils, where there is a lack of participation, with a focus on disadvantaged pupils.

S4 extractions timetabled in place of core subjects for additional Literacy and Numeracy support to ensure qualifications gained for all at risk. Small focussed weekly mentoring sessions for targeted students in need of mental and academic support overseen by staff given protected time for weekly check ins.

PSO support for those unable to access school.

Alternative course development continues to progress – leadership award, enterprise and employability, wellbeing, and customer service and online SQA academy courses. Mental health and wellbeing course implemented.

Students at risk of underperforming are identified from the 'At Risk' spreadsheet and offered free revision guides prioritising targeted students. All revision materials were donated and any not distributed are used in SfL. Some were bought to support targeted students where teachers identified the need for this, and donated copies were not available.

Duke of Edinburgh S3 group for targeted students set up and targeted to students who would struggle to complete this opportunity without extra support. Funding for equipment acquired.

Revision / curricular resources purchased for targeted pupils e.g., pencil cases, calculators, books, PE kits etc.

The school recognises that it needs to have a stronger focus on ensuring all young people achieve an award in literacy and numeracy before they leave school.

Senior leaders and staff have a sound understanding of the socio-economic and cultural factors that may present barriers to learning, and how these impact on the experiences and life-chances of young people. All pupils have a key adult to support their wellbeing, improve attendance and to support learning.

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

The highest 20% of pupils are achieving well in comparison with the school's virtual comparators.

The attainment of the middle attaining 60% of leavers has been higher than the virtual comparator in the latest 5 years.

Attainment of the highest attaining 20% of leavers has been significantly higher than those of the virtual comparator in each of the latest five years.

High numbers of young people are achieving a very wide range of additional skills and attributes in culture, sport, accredited youth awards, volunteering, leadership, citizenship and through an extensive range of clubs.

The range of clubs and experiences offered to students.

The Duke of Edinburgh's Award (DofE) is extremely popular at the school. 180 pupils will be put forward for Bronze this session and a dedicated group of teachers are involved with it. Also, smaller targeted groups have been made with Support for Learning.

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

Development of iPad use in PSE lessons.

Implementation of ASN enhanced School Transition for Level 3 and 4 leavers

Employability skills as part of Curriculum design

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

Raising attainment for the lowest attaining 20%

- Targeted support for those at risk of not attaining via positive action S3-5.
- Resource in place to facilitate small group/individual tutoring.
- SLT to attend department attainment reviews meetings each year (include focus on lowest 20%).
- Faculty links (SLT) to identify patterns in course attainment and use this to drive pathway planning within faculties.
- Targeted support for our care experience community and other identified cohorts at risk of not attaining.

Literacy and Numeracy

- Sharing data e.g., SNSA P7 and English and Math department working level data into EDICT and all staff tracking this throughout the BGE.
- S3-6 attainment data collated through EDICT.
- CLPL for effective use of EDICT and data sources to support learning and teaching in classes.
- Increasing awareness of L&N levels and use of this data across the school and linked to targeted interventions / support / differentiation in class and when reporting to parents.

Health and Wellbeing

- Review how achievement is celebrated within the classroom, faculty, whole school.

How you would evaluate this QI using the HGIOS 4

4

QI 2.2 Curriculum: Theme 2 Learning Pathways

What have we done?

We have reviewed the curriculum and sought to ensure that our students are supported in their learning. We have started the process of reviewing the curriculum design. This has involved the range of accessible courses for all students at the appropriate levels of qualification. This will be coordinated with the national discussion and focused on the Muir and Hayward reviews and recommendations. Pupil pathways and the information at appropriate transition points is being considered and appropriate consultation and review will allow us to make appropriate decisions to offer an appropriate pathway for all our young people.

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

Students in the middle and Highest aspects of attainment are achieving well, with a five-year trend on insight. The curriculum is working well for those young people, and this is allowing them to access appropriate qualifications and subsequently positive destinations. Our positive destination data continues to show an encouraging picture for almost all learners. The wider attainment and achievement is being recorded with the support of staff, pupils, parents and carers. This is shared in the Head Teacher's weekly update as well as a termly newsletter.

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

A level Art & Design show

Edinburgh college Graphic Design and business/Industry links.

Continue to be Paolozzi prize winners on an annual basis.

Formula 1 in schools: Scottish and UK winner 2023—off to Singapore for world finals in September 2023

Working with external agencies, artists and designers to enhance student experiences including some work experience placements (Art & Design)

Vastly increased numbers of students taking Engineering Science, Design & Manufacture and Practical Woodworking (class have doubled for next session)

A substantial increase in computing science uptake over the last two years and more so for the coming year

S1 computing lunchtime club has seen a huge, sustained uptake.

New teaching staff have made a significant positive impact in development of subject areas.

Implementation of revised Work Experience Policy

Development of RSHP for S5 PSE using government resources

All staff are now lifeguard trained and parts of the feedback from the faculty survey have been implemented. PE CAT sessions have continued to focus on upskilling activity content and this has proved very popular

Developed and delivered S1 Music Technology for the first time.

Discussions are ongoing across the faculty about the best way to track in the BGE referencing the benchmarks. Work has begun levelling work and we aim to have a tracking system in place by the end of the 2023/24 session.

Work is ongoing to embed learning conversations.

Reinstatement of full course requirements in Senior Phase

Continue to develop GME Music, Drama and Media in S1 and S2

To implement effective ICT strategies for L&T and share best practice.

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

Reviewing our curriculum rationale and design in line with the national recommendations

- Development of a pathways driven choice process.
- Engagement with SCQF ambassador programme.
- Evidence based review of courses offered in relation to attainment/progression and retention.

Diversifying the curriculum

- Using feedback from LGBTI training and Equalities review to review and update course material and content across all departments.
- Developing anti-racist approaches consistently across the school.
- Curriculum design to consider UNCRC principles.

How you would evaluate this QI using the HGIOS 4

4

QI 2.7 Partnerships: Theme 3 Impact on learners (parental engagement only)

What have we done?

The school works closely with a wide range of partners to support wellbeing and pupil support. Partner agencies spoke very positively of the collaborative work and communication between the school and between the different partner agencies to co-ordinate supports.

Work with partners such as Light up Learning, Princes trust, Job, Education and Training (JET) Programme and Edinburgh College is supporting curricular pathways for young people leading to positive destinations.

We have developed several Third Sector partnerships to augment our strong partnership with Active Schools. They have been restricted in their capacity to work collaboratively to support our work throughout the pandemic.

The school works well with partners, in particular SDS advisers and the DYW coordinator. The 16+ group track targeted interventions for young people at risk of not achieving a positive destination.

There have been short life working groups on Homework and Communications and these have involved a number of parents and carers, A+ group has been established and is being led by a parent.

Parent council meetings are well attended and are combination of online and in person.

The re-introduction of in person parent and carer consultation evening.

S4,5,6 leavers events, with parents and carers attending all these events in positive numbers

Coursing evening for S2,4,5.

P7 information evening, to support transition events.

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

Engaged parents and carers attending the events in significant numbers.
More effective coursing processes to support pupil choice and timetable creation.
Timetable started on 5th June.
Reduced number of pupils requesting changes, indicates more effective coursing process.

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

Computing using success certificates to Increase communication with parents to celebrate the success of students.
Increase in communication on wider achievement, including monthly newsletter.
Engaged pupils, who are being successful.

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

Continue to review processes, with a view to including parents and carers in the school improvement planning.
Consult with parents over consultation evenings and their format.
Invite parents and carers to be involved in short life working groups to evaluate policies.

How you would evaluate this QI using the HGIOS 4

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