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THE CITY OF EDINBURGH COUNCIL

CHILDREN AND FAMILIES

Standards, Quality and Improvement Plan for The Royal High School

Standards and Quality Report for session: 2017 - 2018
Improvement Plan for session: 2018 - 2019

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Standards and Quality Report

1. The school in context

Based in the West of Edinburgh, The Royal High School is one of the oldest schools in Scotland. It has a strong sense of history, but prides itself on being very much a school of the 21st Century. It is a non-denominational, 6-year comprehensive, with pupils drawn from 4 catchment primary schools: Blackhall, Clermiston, Cramond and Davidson's Mains. A significant number of placing requests are received each session. Year groups are capped at 220 and the school roll sits around 1260.

The school was the subject of a HMIE inspection in 2007 and local authority follow-through visits in March 2009 and May 2010.

The Senior Leadership Team (SLT) comprises the Rector, four Depute Rectors and the Business Manager.
The current teaching staff complement is 89 FTE with 20 FTE staff other than teachers, including a team of Pupil Support Assistants, who support the integration of pupils. There is an integrated Additional Support for Learning Team combining the former Guidance and Support for Learning teams. In line with the Authority's integration policies, the school caters for a wide variety of physical, sensory and learning needs. This has been highly successful and forms a key element of our social inclusion strategy.

The school was refurbished in 2004 and enjoys a high standard of accommodation, although social areas are limited and teaching space has to be rigorously timetabled. The facilities are used extensively outside of normal school hours by the school, the RHS Club and the community; the school is designated a Community Sports Hub and the PE facilities were refurbished in 2015 to support this. There is an excellent extra-curricular programme, with partner clubs and staff offering a range of opportunities in which young people can participate. ICT facilities are very good and all have access to a 1:1 iPad device to support their learning at home and in school.

The school has positive links with parents, local businesses and the local community. The Parent Council and Parent Fundraising Group play an important role in the life and work of the school. Meetings are well attended and discussions are always lively and informative. The school is also supported by an active Former Pupils' Club.

The school has achieved:

- Eco Schools Silver
- Unicef -Rights Respecting School Award Level 1, Silver Award
- Holocaust Education Vision Schools status
- Surfers Against Sewage Plastic Free Schools award
- Cycling Scotland cycle friendly schools award

We are in the process of applying for:

- Eco Schools Green Flag
- Fairtrade award – Fairaware
- Education Scotland Digital Schools Award

The Royal High School Vison & Values

"The Royal High School supports every young person to achieve and attain their very best. We respect individuality and celebrate diversity. We provide opportunities for success through a variety of curricular and extra-curricular options and pathways. We encourage creativity and support our young people to build the skills and resilience they need for the future. We have the courage to aspire to be the very best we can be. We belong to our school and we are very proud of our tradition and heritage."

2. School's Self-Evaluation

1.3 LEADERSHIP OF CHANGE

We are committed to ensuring that we achieve the highest possible standards and success for all our learners. Our staff show commitment to shared educational values and professional standards and these underpin all we do. Our senior team provide strong leadership which has enabled our school and wider community to develop, promote and sustain an aspirational vision which underpins our continuous improvement. We have developed our Vison & Values as a whole community and they are used in everything we do. We work together to make our school the very best it can be.

Leadership development is embedded across the school and over 30 staff from both teaching and non-teaching positons led on projects or responsibilities in 2017/8. Leadership development is supported through our in-house CPD program and includes skills development courses such as Improvement Science, leading change, managing a budget, and a 9-session leadership development course, led by the Headteacher, to provide staff with the opportunity to engage with leadership theory and further their own development. All staff are encouraged to engage in leadership programs and further study and a number have completed or are working in programs such as accredited Into Headship, Middle Leadership and masters programs. Leadership for all is encouraged through our collegiate meetings and staff engage in professional dialogue regularly following thought-provoking inputs such as from Sir John Jones (January 18 in-service).

Our community are confident they are involved in the change process at all levels in the school. Our Senior team lead and manage the strategic direction and pace of change very well.
For staff this is well supported by our collegiate leadership model. We protect time for professional dialogue, collegiate learning and self-evaluation, so that all members of our school community can contribute to our plans for continuous improvement. We have a leadership structure which enables staff to engage professional dialogue through their line managers and this in turn contributes to whole school policy and decision making. Staff at all levels regularly contribute to our Senior Leadership Team meetings and Curricular Leaderships and Administrative staff representatives sit on the SLT group. All staff, pupils and parents engage in an annual improvement exercise which allows them to feed in to the schools improvement evaluation and planning. As a result, our staff plan their own PRD needs around contributing to the NIF priorities. In-house CPD programs support this through our annual staff improvement 'pledges' which are collated and used to plan necessary supports.

We have a strong Pupil voice model in our school based around representatives from every Form class and pupil group (e.g. PEF, equalities, ASL, Sports Ambassadors and Eco). This comprises our Nation Councils (vertical year groups) that feed in to a representative Pupil Parliament. These are attended by Depute Headteachers and the Headteacher and report in to the staff SLT board. Nation Captains and the School Captain chair the groups and they meet with the Headteacher each week to take forward any issues or improvement themes. We gather pupil's views in a variety of ways involving our whole school improvement session, pupil voice box, focus groups, questionnaires and more. Our pupils have a strong voice in the leadership of the school and are fully integrated in our decision-making.

We have a clear commitment to professional enquiry and all staff have taken part in a session on Improvement Science led by staff in school. This was followed by a number of sessions by our attainment advisor and staff from Liberton High School to support practitioner enquiry in the school. All staff are encouraged, through rigorous self-evaluation, to identify areas for improvement and if they wish, to apply small-scale change ideas. As a result, research based creative thinking and pedagogical curiosity is widespread and leads to effective change strategies that ensure we provide the very best for the young people in our care.

Staff at all levels take responsibility for implementing change and promoting equality and social justice across all their work. We ensure there are clear opportunities for all to support innovation, creativity and practitioner enquiry. This is supported through over 20 leadership roles in the school as well as our

leadership CPD opportunities. We have a clear rationale for change which has been developed in collaboration with our whole school community. We continually reflect on and develop our practice taking account of our self-evaluation and vision for continuous improvement. Staff, learners and partners engage regularly in critical and creative thinking to promote positive change. We have clear and effective strategies in place to monitor and evaluate the impact of changes on outcomes for learners and the work of our school.

2.3 LEARNING, TEACHING AND ASSESSMENT

Our school demonstrates a clear commitment to children's rights and positive relationships. Our ethos and vision strongly promotes equality, challenging all forms of discrimination. We have consulted widely – CLs, SLT and year group representatives have worked with our business partners to identify our vision and values.

We are committed to embedding Rights Respecting Schools and have achieved Level 1 (Silver) status for this. We are currently working towards our level 2 award.

The majority of our young people are eager and active participants who are engaged, resilient, highly-motivated and interact well during activities. Most learners' experiences are matched to their needs and ensure they are both well supported and appropriately challenged. Learners choice is embedded in to our courses and learners are increasingly taking more responsibility as they become more independent in their learning.

Young people across the school act as role models develop teamwork and take on leadership roles, for example, all S3 take part in the Youth Philanthropy Initiative, we have leaders in many areas including subject prefects, Mentors in Violence Prevention, My World of Work Ambassadors, Mental Health First Aiders, Rugby First Aid Providers, Senior Buddies, and Sports Ambassadors.

Use of Digital Learning is well resourced through our whole school 1:1 iPad project and this is embedded in to the learning across these stages. Digital technologies are very well used to support learning. This ensures equity of provision for all. We have a robust digital learning strategy across learning which we revise annually to take account of the most innovative and latest advice and policy e.g. new GDPR regulations. Our vision for ICT in our classrooms is clear and well supported through in-house CPD session and collaborative learning. Staff make innovative use of ICT including in supporting those at risk of missing out through non-attendance.

The majority of Learners understand the purpose of their learning and we have clear 'learner journeys' mapped out from S1-6. These have a particular reference to skills and our young people are beginning to speak more confidently about the purpose of their learning and the skills development taking place.
In the majority of lessons our explanations and instructions are clear and learners know the purpose of their learning. We use skilled questioning in the majority of lessons and engagement is effective in promoting curiosity, independence and confidence and to regularly enable higher-order thinking skills in all learners.

The majority of our learners are successful, confident and responsible. They are committed to learning and work in partnership with staff to be successful. Most of our young people contribute effectively to the life of the school and wider community through a wide range of school and community led activities including charities, volunteering, sports and arts. Learners' experiences are enhanced through a wide range of opportunities to achieve beyond the classroom in a wide range of local and international excursions and field trips such as Loch Ranza, Edinburgh Zoo, Edinburgh Activities Week, Belmont S1 Camp, Vienna (Higher ML), Battlefields (S3), Hong Kong and Munich home stays, skiing and more. We have robust procedures in place to ensure equity of experience through our Opportunities Fund.

The year group councils and pupil parliament is very successful in having a positive impact on important aspects of school life, such as learning, teaching and assessment and on the whole school issues. We have developed a robust and rigorous system for seeking the views of our pupils and plan to improve further

how views are sought, valued and acted upon. Throughout the year have been pro-active in ensuring representation from the diverse range of learners and have robust and rigorous mechanisms in place to ensure action points are feedback to pupils. Almost all pupils have been involved in focus groups as part of our Learning & Teaching Walkthrough process and all pupils form S1-6 have been involved in a whole school pupil voice activity where they identified stars, clouds and lightbulbs. This fed in to our improvement planning for 2018/9 and has resulted in staff/pupil improvement groups being formed for 2018/9.

We observe learners closely to inform appropriate and well-timed interventions and future learning and this is very effectively tracked through our robust S1-6 tracking and monitoring systems. All staff access our tracking system and can easily identify those who have protective factors and hence may need additional positive interventions. Regular attainment and attendance conferences are used to identify underperformance and allow early intervention and scaffolding of young people to support improvements. 'At Risk' plans are created for those who need additional interventions and these are shared with staff through our tracking system. We use feedback very effectively to inform and support progress in learning.

Assessment is integral to our planning of learning and teaching. We use a variety of assessment approaches to allow learners to demonstrate their knowledge and understanding, skills, attributes and capabilities in different contexts across the curriculum. Our assessment evidence is valid and reliable. We have a shared understanding of standards to make confident professional judgements about how well young people are learning and progressing. In the BGE we make very good use of the Benchmarks to inform judgements and track pupil progress across all subjects. This informs tracking judgments 3 times a year using 'W,P,A' in line with current advice. In the Senior Phase, tracking identifies Target and Working grades 3 times a session. In all cases, this informs our tracking and intervention meetings as well as providing valuable data for faculties to use to judge consistency and moderate assessment. We continue to expand this further for literacy, numeracy, health, and wellbeing across the school and have moderation activities in place as well as literacy and numeracy champions to help support this.

Across all curriculum areas we have maintained consistently high standards of attainment for almost all learners. We have developed strategies which improve attainment and achievement for young people facing challenges such as those from our most deprived areas, young carers, those who are looked after and those with additional support needs. We need to continue to ensure that resources are targeted at the children who need them most.

Young people benefit from detailed and consistent feedback on specific steps to make better progress in learning. The school provides many opportunities for staff and pupils to have meaningful dialogue about learning and progress. This continues to be developed as staff and young people become more confident in these conversations. Learners are fully involved in planning learning including through learner conversations across S1-6.

Overall the majority of pupils are aware of their learning targets. They can describe the levels they are working at/the progress they are making with their learning. We have clear information on learners' attainment across the curriculum by sharing working and target grades frequently.

3.1 ENSURING WELLBEING, EQUALITY AND INCLUSION

Wellbeing is embedded in everything we do in the school and as a result we are improving outcomes for children, young people and their families. We are all clear of our responsibilities to ensure the wellbeing of all our young people and are passionate about getting it right for every child. Individual wellbeing is embedded in our planning across the curriculum and in our School Improvement Plan.

Our young people feel safe, healthy, achieving, nurtured, active, respected, responsible and included. They are confident we provide opportunities for them to seek support and they have key adults they can access if they have any concerns. This includes a Pupil Support Officer (PSO) and school counsellor who support those most challenged.

All staff and partners feel valued and supported. We ensure our community in the widest sense is involved in all we do and feel a welcome and valued part of our school.

Our learners benefit from the high-quality education which we provide for all young people. We are passionate about equity and consider how we are meeting the needs of all in our planning and daily provisions. Our whole community is involved in making sure all our young people can access all of the high quality provision we offer across the school. We actively seek to remove barriers which may prevent this such as poverty or discrimination.

Relationships across the school community are very positive and supportive, founded on a climate of mutual respect within a strong sense of community, shared values and high expectations.

All staff and partners are proactive in promoting positive relationships in the learning community. Restorative practice is embedded across the school and we seek to work together at all times when challenges arise. We continue to revisit our practice in relation to Positive Behaviour Management and Restorative Practice to share positive practice and continually upskill our school community. We are currently working with a behaviour consultant to allow all staff the time and space to reflect on their practice and discuss how best to approach the diverse nature of catchment. This helps us to fully include our most vulnerable young people.

We consider each young person as an individual with his/her own needs, risks and rights. Our young people are active participants in discussions and decisions which may affect their lives and this is embedded in our practice in relation to GIRFEC.

We know our young people very well. We have an excellent tracking systems which enables all staff to easily access the information they need to know to best support our young people. We hold regular attainment and attendance conferences to target support to those who need it most.

We comply and actively engage with statutory requirements and codes of practice. These are embedded in our practice across the school and we seek opportunities to share practice in whole staff sessions. We are working well towards meeting the requirements of the new GDPR regulations and have embraced the changes to improve our practice.

All staff and partners take due account of the legislative framework related to wellbeing, equality and inclusion. This has been incorporated into whole school training, including with the Equalities Act.

We ensure inclusion and equality leads to improved outcomes for all learners.

We take positive and proactive steps to ensure that factors such as the learning environment, family circumstances, health needs or disability, or social or emotional factors which may hinder learning are promptly identified and addressed effectively. Learning support staff and partner agencies in our school provide valuable support and advice to staff and individual learners and contribute towards meeting learning needs. We have effective strategies in place which are improving attainment and achievement for children and young people facing challenges such as those from our most deprived areas, young carers, those who are looked after and those with additional support needs.

We promote inclusion in all we do. We are passionate about equity and consider how we are meeting the needs of all in our planning and daily provisions. Our whole community is involved in making sure all our young people can access all of the high quality provision we offer across the school. We actively seek to remove barriers which may prevent this such as poverty or discrimination. We understand, value and celebrate diversity and challenge discrimination.

Almost all our learners are included, engaged and involved in the life of the school. All children and young people feel very well supported to do their best. We provide significant and innovative support to those at risk of missing out. This includes working with ASL services to provide an innovative digital approach for our

non-attendees. We aim to include them in our school community and offer as many pathways and options as possible remotely.

The majority of learners, parents and carers, staff and partners feel that they are treated with respect and in a fair and just manner.

We provide a curriculum which supports pathways for all young people. This is in conjunction with a wide range of partnerships such as Concrete in the Classroom, JET, DofE, college, Foundation Apprenticeships, NPA options and much more. We positively discriminate courses for our most vulnerable learners.

3.2 RAISING ATTAINMENT AND ACHIEVEMENT

We have effective systems in place to promote equity of success and achievement for all our children and young people. We have raised the attainment of all our learners and in particular our most disadvantaged children and young people. Almost all our learners consistently move into sustained positive destinations when they leave school.

Standards of attainment continue to be very good and compare very well with results in Edinburgh and across Scotland. We continue to evaluate attainment to seek ways in which pupils can be supported to achieve their best.

In S1-3 students have made very good progress in their Curriculum for Excellence courses. The majority of students in S1, 2 are currently judged to be working well within their learning within Level 3 in all subjects. In S3 most students are working within level 4 and this leads to the majority presenting within National 5 in S4.

Our results at the end of S4 continue to be very good. Almost all measures across the middle school have been sustained or improved with positive trends. Within National 5, 71% of learners achieved at least 5 passes. This demonstrates a very high level of attainment within our S4.

We also continue to have very good results within our senior school. We judge attainment in S5 and S6 to be very good.

- 83% of learners gained at least 1 Higher award by the end of S5. This is an increase on the previous year with a positive trend.
- 70% of learners gained at least 3 Higher awards by the end of S5. This is an increase on the previous year with a positive trend.
- 39% of learners gained 5 Higher awards by the end of S5. This is an increase on the previous year with a positive trend.
- 65% of learners leave at the end of S6 with 5 or more awards at Higher. This is an increase on the previous year with a positive trend.
- 94% of learners leave at the end of S6 with at least one award at Higher. This is an increase on the previous year with a positive trend.
- 51% of learners gained at least 1 Advanced Higher award by the end of S6. This is an increase on the previous year with a positive trend.

A number of departments demonstrated excellent attainment and the majority of our departments outperformed virtual comparators and national performance at National 5, Higher and Advanced Higher level.

Areas for improvement on which we will focus this session are improving outcomes for the lowest attaining pupils in S4-6, continuing to improve the number of pupils achieving at least 1, 3 and 5 passes at Higher level by the end of S6 and we will also focus on improving the number of pupils completing Advanced Higher courses successfully within the S6.

Literacy & Numeracy: Almost of our learners attending the Royal High school attain literacy and numeracy at level 5 by the time they leave (98%) This is above our Virtual Comparator. We work closely with partners to attain this in particular with those who do not attend the school and who are working with the outreach team. We have an embedded strategy across our cluster. Literacy and numeracy blocks (weekly) are taught in S1 and S2 and we have booklets available to support family learning. Workshops for families are provided in the senior phase to support 'how to help my child…' strategies. Our reading strategy from S1-6 is in place and includes reading time for all in English, Pressreader and library links on all iPads and reading time in Key Adult blocks. We have strategies for moderating literacy and numeracy across learning are in place and we have worked collegiality as a staff to improve our understanding. We have literacy and numeracy champions in place for all faculties.

We work hard to promote an ethos of achievement across our senior school and almost all students responded very well to our challenge. These students have been well rewarded and the number of our leavers moving on to Further and Higher Education continues to increase. We have also opened up a wider number of academic and vocational options for all students. Our tracking scheme is embedded across S1-6 and ensures all students know exactly what they are currently working towards, currently working at and what strategies they need to employ to ensure success.

Positive destinations after school are very strong. Almost all young people who left in the 2017/8 session are currently in sustained positive destinations. Our school leaver numbers entering further or higher education, employment or training continue to be very strong, with sustained positive destination figures of 97%. More than 50% of our leavers move on to Higher Education.

Wider achievement also continues to be an area of strength, with pupils being presented for a wide range of vocational and volunteering awards, as well as engaging with programmes such as JET (Jobs, Education and Training), Foundation Apprenticeships, Career Academies and the Youth and Philanthropy Initiative. Opportunities to perform, participate and compete in a wide range of extra-curricular activities, such as Sports, Arts, Music, Dance, and to participate in travel opportunities, are many and varied. Further details of these can be found in our Annual Report.

We have actively engaged with the Careers Standard for Education. This alongside work with SDS and My World of Work means our skills journeys are much more succinct and skills for life and work are embedded across the school. Our pupil My World of Work ambassadors work across S1-6 to promote careers education and the use of MWOW.

Opportunities to engage in Careers Education are many and varied across S1-6 and we engage with a wide variety of business partners to achieve this. Events have included careers fair and workshops, in class workshops across all subjects for S2, CV and interview skills, targeted business input across a variety of careers pathways.

We provide a curriculum which supports pathways for all young people. This is in conjunction with a wide range of partnerships such as Concrete in the Classroom, Football and Rugy Academies, JET, DofE, college, Foundation Apprenticeships, NPA options, Beauty School, Skillforce and much more. We positively discriminate courses for our most vulnerable learners.

Achievement is celebrated at every opportunity, using our website, twitter, notice boards, newsletters, assemblies, positive referrals and two well attended Prize Giving ceremonies every year.

Pupil Equity Fund

Our PEF funding was used to contribute towards the employment of a Pupil Support Officer (PSO) 2 days a week along with additional curricular options in S1/2 including CrossFit, Skillsforce leadership and Beauty School. The impact of this is fledgling however our tracking has demonstrated improvements in the PEF group of pupils (18) in attendance, attitude and engagement. We continue to engage positively with their families and are providing additional support where necessary through our PSO. We are confident we are beginning to make progress towards positive destinations with this group.

Priority 1 – Improvement in attainment, particularly in literacy and numeracy	
• High quality, inclusive learning and teaching and excellent classroom practice are consistently planned and delivered to meet the needs of all children and young people. • Young people are supported to take responsibility for their own learning and progress and develop independence as learners. • Effective approaches to identification, assessment, planning and support are in place for learners with additional support needs. • A range of performance data is used to help improve attainment/achievement for all, with a particular focus on improving outcomes in literacy and numeracy, improving attendance and reducing exclusions. • Effective approaches to assessment and moderation are in place at all levels to enable staff to make reliable, professional judgements of progress through CfE levels and report these confidently to parents and to CEC. • Effective arrangements are in place to track and monitor progress through the BGE and the Senior Phase, including wider achievements. • The curriculum includes clear progression pathways for all learners in literacy, numeracy and HWB. All staff take responsibility for developing these across the curriculum. • Employability, digital literacy and creativity are emphasised across all areas of learning.	**QIs** 1.1 Collaborative approaches to self-evaluation 1.1 Analysis and evaluation of intelligence and data 1.1 Ensuring impact on learners 'successes and achievements 1.3 Strategic planning for continuous improvement 2.3 Quality of teaching 2.3 Effective use of assessment 2.3 Planning, tracking and monitoring 2.4 Personalised support 2.4 Removal of potential barriers to learning 2.5 Early intervention and prevention 3.2 Attainment in literacy and numeracy 3.2 Attainment over time

We are committed to ensuring that we achieve the highest possible standards and success for all our learners. Our staff show commitment to shared educational values and professional standards and these underpin all we do. Our senior team provide strong leadership which has enabled our school and wider community to develop, promote and sustain an aspirational vision which underpins our continuous improvement. We have developed our Vison & Values as a whole community and they are used in everything we do. We work together to make our school the very best it can be.

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Use of Digital Learning is well resourced through our S3-6 1:1 iPad project and this is embedded in to the learning across these stages. S1-2 learners are also well supported through sets of class iPads across all faculties and this enables digital technologies to be very well used to support learning. This ensures equity of provision for all. Plans are in place for the 1:1 project to be rolled out S1-6 in August 2018. We have a robust digital learning strategy across learning which we revise annually to take account of the most innovative and latest advice and policy e.g. ne GDPR regulations. Our vision for ICT in our classrooms is clear and well supported through in-house CPD session and collaborative learning. Staff make innovative use of ICT including in supporting those at risk of missing out through non-attendance.

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We observe learners closely to inform appropriate and well-timed interventions and future learning and this is very effectively tracked through our robust S1-6 tracking and monitoring systems. All staff access our tracking system and can easily identify those who have protective factors and hence may need additional positive interventions. Regular attainment and attendance conferences are used to identify underperformance and allow early intervention and scaffolding of young people to support improvements. 'At Risk' plans are created for those who need additional interventions and these are shared with staff through our tracking system. We use feedback very effectively to inform and support progress in learning.

Assessment is integral to our planning of learning and teaching. We use a variety of assessment approaches to allow learners to demonstrate their knowledge and understanding, skills, attributes and

capabilities in different contexts across the curriculum. Our assessment evidence is valid and reliable. We have a shared understanding of standards to make confident professional judgements about how well young people are learning and progressing. In the BGE we make very good use of the Benchmarks to inform judgements and track pupil progress across all subjects. This informs tracking judgments 3 times a year using 'W,P,A' in line with current advice. In the Senior Phase, tracking identifies Target and Working grades 3 times a session. In all cases, this informs our tracking and intervention meetings as well as providing valuable data for faculties to use to judge consistency and moderate assessment. We continue to expand this further for literacy, numeracy, health, and wellbeing across the school and have moderation activities in place as well as literacy and numeracy champions to help support this.

Young people benefit from detailed and consistent feedback on specific steps to make better progress in learning. The school provides many opportunities for staff and pupils to have meaningful dialogue about learning and progress. This continues to be developed as staff and young people become more confident in these conversations. Learners are fully involved in planning learning including through learner conversations across S1-6.

Overall the majority of pupils are aware of their learning targets. They can describe the levels they are working at/the progress they are making with their learning. We have clear information on learners' attainment across the curriculum by sharing working and target grades frequently.

We plan appropriately over different timescales to meet the needs of learners across all areas of the curriculum.

Priority 2 – Closing the attainment gap between the most and least disadvantaged children.	
• All legislative requirements, including those for safeguarding and child protection, are in place and fully adhered to. • Steps are taken to promote the rights of the child, embrace diversity and advance equality, inclusion and accessibility. • All staff are aware of who the least and most disadvantaged young people are in our school. • Staff know and understand our school's particular attainment/achievement gap. They use a range of performance data to close this gap, including for those living in poverty, Looked after Children and other disadvantaged or vulnerable groups. • Inequity, including in the cost of the school day, in school systems and use of resources, is actively addressed. • All children and young people benefit from high quality universal support. • Targeted support and well-planned interventions are based on early identification of additional support needs to ensure learners make continuous progress. • All children and young people have frequent opportunities to discuss their learning with a key adult who knows them well, and helps them to plan appropriate next steps. • Tasks, activities and resources are effectively differentiated to ensure appropriate pace and challenge for all, including the most able. • The curriculum provides flexible learning pathways which lead to raising attainment and closing the gap through meeting the needs and aspirations of all learners. • The school works effectively with partners, including parents and specialist services, to remove barriers to learning. • Participation in regular, high quality professional learning opportunities and adapt their practice to improve outcomes for all learners.	**QI:** 1.1 Analysis and evaluation of intelligence and data 1.1 Ensuring impact on learners' successes and achievements 1.5 Management of resources and environment for learning 2.2 Development of the curriculum 2.2 Learning pathways 2.3 Planning, tracking and monitoring 2.4 Targeted support 2.4 Removal of potential barriers to learning 2.5 Engaging families in learning 2.5 Early intervention and prevention 3.1 Inclusion and equality 3.2 Equity for all learners
We have effective systems in place to promote equity of success and achievement for all our children and young people. We have raised the attainment of all our learners and in particular our most disadvantaged children and young people. All our learners consistently move into sustained positive destinations when they leave school. Our learners benefit from the high-quality education which we provide for all young people. We are passionate about equity and consider how we are meeting the needs of all in our planning and daily provisions. Our whole community is involved in making sure all our young people can access all of the	

high quality provision we offer across the school. We actively seek to remove barriers which may prevent this such as poverty or discrimination.

At key milestones, our assessments provide reliable evidence which we use to report on the progress of all children and young people as well as plan their onward progression. We use attainment and attendance conferences to analysis our tracking data and plan effective interventions to support under performance. We have robust approaches in place to identify and support learners who are underperforming due to vulnerability factors such as ASN, poverty or responsibilities such as Young Carers or LAAC/LAC.

We take positive and proactive steps to ensure that factors such as the learning environment, family circumstances, health needs or disability, or social or emotional factors which may hinder learning are promptly identified and addressed effectively. Learning support staff and partner agencies in our school provide valuable support and advice to staff and individual learners and contribute towards meeting learning needs. We have effective strategies in place which are improving attainment and achievement for children and young people facing challenges such as those from our most deprived areas, young carers, those who are looked after and those with additional support needs. Our additional of a Pupil Support Officer along with our school councillor provide valuable support to pupils who find themselves disadvantaged through mental health.

We promote inclusion in all we do. We are passionate about equity and consider how we are meeting the needs of all in our planning and daily provisions. Our whole community is involved in making sure all our young people can access all of the high quality provision we offer across the school. We actively seek to remove barriers which may prevent this such as poverty or discrimination. We understand, value and celebrate diversity and challenge discrimination. We have engaged with the CIRCLE resource to look at how our classroom can be inclusion friendly.

All staff and partners are proactive in promoting positive relationships in the learning community. Restorative practice is embedded across the school and we seek to work together at all times when challenges arise. We continue to revisit our practice in relation to Positive Behaviour Management and Restorative Practice to share positive practice and continually upskill our school community. We are currently working with a behaviour consultant to allow all staff the time and space to reflect on their practice and discuss how best to approach the diverse nature of catchment. This helps us to fully include our most vulnerable young people.

We consider each young person as an individual with his/her own needs, risks and rights. Our young people are active participants in discussions and decisions which may affect their lives and this is embedded in our practice in relation to GIRFEC.

Almost all our learners are included, engaged and involved in the life of the school. All children and young people feel very well supported to do their best. We provide significant and innovative support to those at risk of missing out. This includes working with ASL services to provide an innovative digital approach for our non-attendees. We aim to include them in our school community and offer as many pathways and options as possible remotely.

We provide a curriculum which supports pathways for all young people. This is in conjunction with a wide range of partnerships such as Concrete in the Classroom, JET, DofE, college, Foundation Apprenticeships, NPA options and much more. We positively discriminate courses for our most vulnerable learners.

Priority 3 – Improvement in children and young people's health and wellbeing	
• All legislative requirements are in place, fully adhered to and promote the health and well-being of all young people, including those for whom CEC is a corporate parent. • There are clear, appropriate and up to date policies and procedures in place to ensure the safeguarding of all children and young people, including child protection. • All staff take part in regular professional learning on safeguarding and child protection and are confident in responding to any issue. • Policies for pastoral care are clear, appropriate and implemented effectively. All children and young people have access to a named person. • There are well-embedded systems in place to promote well-being across all aspects of school life. • Completion of Pupil Wellbeing Questionnaires is encouraged and used to help inform improvements to children and young people's health and wellbeing. • All children and young people access two hours of quality PE a week. • Staff undertake professional learning and use appropriate approaches and resources to promote resilience, mental wellbeing, keeping yourself safe, rights respecting work and responsible citizenship. • Record keeping is maintained to the highest standards.	**QI:** 1.2 Impact of career-long professional learning 1.2 Children and young people leading learning 2.1 Arrangements for safeguarding, including child protection 2.1 Arrangements to ensure wellbeing 2.1 National guidance and legislation 2.4 Universal support 2.4 Targeted support 2.4 Removal of potential barriers to learning 3.1 Wellbeing 3.1 Fulfilment of statutory duties

Wellbeing is embedded in everything we do in the school and as a result we are improving outcomes for children, young people and their families. We are all clear of our responsibilities to ensure the wellbeing of all our young people and are passionate about getting it right for every child. Individual wellbeing is embedded in our planning across the curriculum and in our School Improvement Plan.

Our young people feel safe, healthy, achieving, nurtured, active, respected, responsible and included. They are confident we provide opportunities for them to seek support and they have key adults they can access if they have any concerns.
All staff and partners feel valued and supported. We ensure our community in the widest sense is involved in all we do and feel a welcome and valued part of our school.

Relationships across the school community are very positive and supportive, founded on a climate of mutual respect within a strong sense of community, shared
values and high expectations.

We have reviewed our school Vision & Values to reflect the collegiate purpose we have as a community. We continue to revisit how these apply across the school community and how they can be embedded in everything we do. This is in line with our commitments through Rights Respecting Schools.

All staff and partners are proactive in promoting positive relationships in the learning community. Restorative practice is embedded across the school and we seek to work together at all times when challenges arise. We continue to revisit our practice in relation to Positive Behaviour Management and Restorative Practice to share positive practice and continually upskill our school community. We are

currently working with a behaviour consultant to allow all staff the time and space to reflect on their practice and discuss how best to approach the diverse nature of catchment.

We consider each young person as an individual with his/her own needs, risks and rights. Our young people are active participants in discussions and decisions which may affect their lives and this is embedded in our practice in relation to GIRFEC.

We are committed to embedding Rights Respecting Schools and have been awarded the Unicef -Rights Respecting School Award (Level 1, Silver Award) in June 2017.

We know our young people very well. We have an excellent tracking systems which enables all staff to easily access the information they need to know to best support our young people. We hold regular attainment and attendance conferences to target support to those who need it most.

We comply and actively engage with statutory requirements and codes of practice. These are embedded in our practice across the school and we seek opportunities to share practice in whole staff sessions. We are working well towards meeting the requirements of the new GDPR regulations and have embraced the changes to improve our practice.

All staff and partners take due account of the legislative framework related to wellbeing, equality and inclusion. This has been incorporated into whole school training, including with the Equalities Act.

We ensure inclusion and equality leads to improved outcomes for all learners.

The majority of learners, parents and carers, staff and partners feel that they are treated with respect and in a fair and just manner.

We are committed to embedding Rights Respecting Schools and have achieved Level 1 (Silver) status for this. We are currently working towards our level 2 award.

The year group councils and pupil parliament is very successful in having a positive impact on important aspects of school life, such as learning, teaching and assessment and on the whole school issues. We have developed a robust and rigorous system for seeking the views of our pupils and plan to improve further how views are sought, valued and acted upon. Throughout the year have been pro-active in ensuring representation from the diverse range of learners and have robust and rigorous mechanisms in place to ensure action points are feedback to pupils. Almost all pupils have been involved in focus groups as part of our Learning & Teaching Walkthrough process and all pupils form S1-6 have been involved in a whole school pupil voice activity where they identified stars, clouds and lightbulbs. This fed in to our improvement planning for 2018/9 and has resulted in staff/pupil improvement groups being formed for 2018/9.

We have a robust and innovative mental health strategy which includes workshops for family learning, parenting courses for those most at risk through mental health (Growing Confidence), mental health inserts through PSE, targeted input through our school counsellor and Pupil Support officer. We also engaged with research in Body Image through Edinburgh university and CAHMS which has led to very positive improvements in the group of pupils who worked with them. this will be continued in 2018/9. We also had a number of staff trained in Mental Health First Aid with additional staff being trained in June 2018 and a group of pupils in August 2018. We have a mental health drop-in session available at lunchtimes and literature is prominently displayed. We are a 'SEE ME' school and we take steps to improve mental health for all.

Priority 4 – Improvement in employability skills and sustained, positive school leaver destinations for all young people	
• Effective partnerships are in place to enable young people to access a flexible and varied range of learning pathways that support them to a sustained positive destination. • Effective networks of support and opportunity, through active collaboration between schools and with partner services and agencies, also support this. • All staff and partners provide very good opportunities for young people to develop and apply skills for learning, life and work in motivating contexts for learning. This includes employability skills. • Children and young people understand the value of the skills they are acquiring and how these skills support them to achieve a sustained positive destination. • Staff engage with the DYW National Standards for Career Education and Work Placements to support all young people to a sustained destination. • Subject and job choices based on gender stereotyped occupations are actively challenged.	**QI:** 1.3 Developing a shared vision, values and aims relevant to the school and its community 1.3 Strategic planning for continuous improvement 1.3 Implementing improvement and change 2.2 Development of the curriculum 2.2 Learning pathways 2.2 Skills for learning, life and work 2.7 Collaborative learning and Improvement 3.3 Creativity skills 3.3 Digital innovation 3.3 Digital literacy 3.3 Increasing employability skills

Positive destinations are very strong in the school. Almost all young people who left in 2016/7 session are currently in sustained positive destinations. Our school leaver numbers entering further or higher education, employment or training continue to be very strong, with sustained positive destination figures of 97%. More than 50% of our leavers move on to Higher Education.

The school actively encourages the development of talent, skills and leadership in young people by supporting and providing an extensive range of curricular and extra-curricular opportunities. This extensive provision is possible because of the generous contribution from staff, parents, pupils and other partners; the majority of pupils engage with this programme at some level as evidenced through our Wider achievement tracking. Personal and social skills are well developed as a result of participating in such a wide range of activities and pupils develop skills such as problem solving, leadership, global awareness and teamwork. Pupils value the opportunity to contribute to the wider community, to engage with local charities and take responsibility for initiating and leading projects. Learners feel successful and confident as a result of the active participation in and contribution to the wider school community.

We have actively engaged with the Careers Standard for Education. This alongside work with SDS and My World of Work means our skills journeys are much more succinct and skills for life and work are embedded across the school. Our pupil My World of Work ambassadors work across S1-6 to promote careers education and the use of MWOW.

Opportunities to engage in Careers Education are many and varied across S1-6 and we engage with a wide variety of business partners to achieve this. Events have included careers fair and workshops, in class workshops across all subjects for S2, CV and interview skills, targeted business input across a variety of careers pathways.

We provide a curriculum which supports pathways for all young people. This is in conjunction with a wide range of partnerships such as Concrete in the Classroom, JET, DofE, college, Foundation

Apprenticeships, NPA options, Beauty School, Skillforce and much more. We positively discriminate courses for our most vulnerable learners.

The Royal High School Improvement Plan 2018_9

Priority 1 – Improvement in attainment, particularly in literacy and numeracy.
AIM:

100% Literacy level 4
95% Literacy level 5
100% Numeracy level 4
90% Numeracy level 5
Tariff target score of 320 in lowest 20%
Tariff target score of 910 in middle 60%
Tariff target score of 1475 in top 20%
Increase in ASN in line with rest of school

- Improvement in Study Skills provision
- Contunue to improve consistency in L&T
- Continue to improve digital learning strategies across the school
- Increase provision for those in need of scaffolding out of class
- Provide a clear strategy for literacy and numeracy across the school
- Provide a clear strategy for family learning across the school
- Implement the use of SNSA testing to support attainment

- Increased number of study sessions and tracking KF
- Family learning sessions KF
- Curriculum pathways including NPAs JM
- Provide opportunities for sharing practice KF
- Establish learning rounds KF
- Introduce co-teaching opportunities KF
- Increase pupil voice in L&T KF
- Tracking at risk including 'NAB & Grab' strategy IH
- Trial Skype lessons in Den & Hub IH
- Make use of SNSA data across the school JM
- Cluster Literacy and Numeracy strategy IH/KF/PC
- Promote numeracy and literacy booklet KF/PC
- S1/2 literacy and numeracy blocks KF/PC
- iPad controls and digital pathfinders PW
- CPD in-house program KF
  - strategy
- ICT issues managed PW
- Increase use of Apple TV KF
- Improve digital literacy skills in staff and pupils KF

The Royal High School Improvement Plan 2018_9

Priority 2 – Closing the attainment gap between the most and least disadvantaged children.

AIM:
100% Literacy level 4
95% Literacy level 5
100% Numeracy level 4
90% Numeracy level 5
Tariff target score of 320 in lowest 20%
Increase in ASN in line with rest of school

- Tracking & monitoring At Risk
- Poverty proofing our school
  - Continue to develop Filemaker IH/PW
  - Change to Nation house structure IH
  - Consolidate poverty proofing strategy PC
  - Strategy for non-attendees to achieve and attain IH
  - Monitoring At Risk group and provide interventions IH
  - Revisit restorative practice IH
  - Implement nurture strategy IH
  - On line courses IH
- Provide alternative pathways to success for those at risk of missing out

The Royal High School Improvement Plan 2018_9

Priority 3 – Improvement in children and young people's health and wellbeing

AIM:

Increase mental health survey results:

Awareness – 80% +ve

Key adult – 100% +ve

Strategies – 80% +ve

Number of trained staff and pupils:

Staff – 30% +ve

Pupils – 45 trained

- Mental health strategy for all
- Improve positive behavior management
- Improve curricular input relating to Mental Health
- Implement a nurture strategy
- Revisit restorative practice
- Pupil voice embedded

- Review PSE program JM
- Implement S1 HWB block JM
- Consolidate mental health strategy JM
- Promote positive behavior strategies IH
- Increase numbers of trained staff and pupils JM
- Nation councils relaunched IH
- Nation cluster conference KF
- Pupil voice embedded across the school KF
- Establish mental health hub JM

The Royal High School Improvement Plan 2018_9

Priority 4 – Improvement in employability skills and sustained, positive school leaver destinations for all young people
AIM:
2.5% improvement in Positive Destinations

- Consolidate S1-6 DYW strategy
- Develop cluster strategies
- Continue STEM strategy
- Embed Careers Education standard
- Provide a clear strategy for DYW across the curriculum

- Careers Fair PC
- S2 DYW days PC
- My World of Work and marketplace awareness PC
- My World of Work lesson inserts PC
- Cluster days and links e.g. airport PC
- Embed market intelligence PC
- Expand business partnerships PC
- Expand business mentoring PC
- Expand business engagement e.g CV, interview skils PC
- Introduce MWOW skills tracking PC

The Royal High School
Improvement Plan 2018_9

Priority 1 – Improvement in attainment, particularly in literacy and numeracy

QIs	AIM:
1.1 Collaborative approaches to self-evaluation 1.1 Analysis and evaluation of intelligence and data 1.1 Ensuring impact on learners 'successes and achievements 1.3 Strategic planning for continuous improvement 2.3 Quality of teaching 2.3 Effective use of assessment 2.3 Planning, tracking and monitoring 2.4 Personalised support 2.4 Removal of potential barriers to learning 2.5 Early intervention and prevention 3.2 Attainment in literacy and numeracy 3.2 Attainment over time	100% Literacy level 4 95% Literacy level 5 100% Numeracy level 4 90% Numeracy level 5 Tariff target score of 320 in lowest 20% Tariff target score of 910 in middle 60% Tariff target score of 1475 in top 20% Increase in ASN in line with rest of school
Family Learning: Input to senior school information sessions Study skills workshops	**Pupil Voice:** Membership of working group Feedback on study sessions Pupil voice in L&T through Pupil Parliament and Nation model

Tasks	**By Whom**	**Resources**	**Timescale**	**Evidence of Impact**
Improvement in study skills provision				
New leadership role	AG	1ppw staffing	Jun 18	Study skills confidence increase in parents and pupils (questionnaire) Increase in numbers attending study sessions (weekly and holiday sessions)
Setup working group	KF	WTA time	Jun 18	
Study timetable	AG	Staff time Budget for holiday program	Oct 18	
Relaunch research skills booklet	AG	Dev time	Oct 18	
Research skills improved through S2 literacy blocks	KF DA	Development time	Aug 18	
Continue to improve consistency in teaching and learning				
Staff professional reading groups established to create *The Royal High Way* Teaching and Learning Toolkit	KF	WTA plus development time plus optional staff PRD time	Feb 19	Increased consistency in L&T with reference to 'RHS L&T' expectations.

Continuation with digital learning workshops to support consistent deployment of digital technology	KF	WTA plus optional PRD time	Dec 18	Increasing confidence and use of digital learning across the school. Evidence through walkthrough, CPD attendance, focus groups.
Establishment of learning rounds to operate alongside the WalkThrough process	KF	In-Service time	Aug 18	
Continue to create a bespoke in-house CPD programme rooted in staff self evaluation	KF with HD		Aug 18	
Set up working group	KF	WTA	Aug 18	
Continue to improve digital learning strategies across the school				
Continuation with digital learning workshops to support consistent deployment of digital technology	KF	WTA	Aug 18	Increasing confidence and use of digital learning across the school. Evidence through walkthrough, CPD attendance, focus groups.
Continued supported deployment of Apple TV. In house CPD sessions.	KF	Devt time	Aug 18	
iPad controls and digital pathways established	PW	ICT time	Aug 18	
Continued development of iTunes U course	HD	Devt Time	Oct 18	
Increase Provision for those in need of scaffolding out of class or those At Risk of not attaining full potential				
Tracking 'At Risk' pupils and early intervention	IH	Meeting time with IST/SLT	Sep 18	PEF pupils increasing across all measures Those 'At Risk' identified and with early intervention supported to achieve their full potential Tariff target score of 320 in lowest 20%
Continue to increase learning packs for those not accessing classes including introduction of skype lessons	IH/IST	Devt time	Oct 18	
Provision of alternative pathways including NPAs and other wider achievement opportunities	IH/JM	Meeting time, time with SQA advisor, Devt of courses	Aug 18 onwards	
Provide a clear strategy for literacy and numeracy across the school				

Literacy and numeracy booklet to become important element of induction programme and refresher for all staff at the start of each term.	KF	WTA	Start of every term	Improved literacy and numeracy skills across the school 100% Literacy level 4 95% Literacy level 5 100% Numeracy level 4 90% Numeracy level 5
Implementation of new transition numeracy assessments to help support awareness of individual numeracy strengths and areas for improvement.	AU	Cluster visit time	Dec 18	
Explicitly embedding literacy benchmarks across all subjects.	DA	In service/CAT time WTA	Dec 18	
Provide a clear strategy for family learning across the school				
Provide a programme of family learning twilight sessions focused on digital learning, literacy, numeracy, HWB and study skills.	KF	Staff time. Budget for programme of learning.	Sep 18	Increased family confidence and engagement in the school across whole school community Positive engagement with PEF and hard to reach families
Implement the use of SNSA testing to support attainment				
Provide training for all staff in the use of SNSA results. Incorporate SNSA data in to who school tracking and At Risk identification	JM	In Service or CAT time WTA Development in FM tracking	Aug 18	More direct identification of learning needs leading to targeted interventions

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Priority 2 – Closing the attainment gap between the most and least disadvantaged children.

QIs	**AIM:**
1.1 Collaborative approaches to self-evaluation 1.1 Analysis and evaluation of intelligence and data 1.1 Ensuring impact on learners 'successes and achievements 1.3 Strategic planning for continuous improvement 2.3 Quality of teaching 2.3 Effective use of assessment 2.3 Planning, tracking and monitoring 2.4 Personalised support 2.4 Removal of potential barriers to learning 2.5 Early intervention and prevention 3.2 Attainment in literacy and numeracy 3.2 Attainment over time	100% Literacy level 4 95% Literacy level 5 100% Numeracy level 4 90% Numeracy level 5 Tariff target score of 320 in lowest 20% Increase in ASN in line with rest of school
Family Learning: Input to family learning sessions	**Pupil Voice:** Membership of working group Feedback on poverty strategy

Poverty Proofing our School

Consolidate Poverty Proofing strategy	PC	WTA plus development time	Oct 18	Poverty Proofing policy re-issued to all staff and parents (Aug 18) All excursions and trips have poverty proofing embedded within them. Routine information included in all family and parent events Opportunities group embedded at every parental event. Opportunities group embedded in P7/S1 transition programme Breakfast club and provision through Welfare Assistant enhanced School uniform, including shoes and blazers are provided for every family in need Embedded provision of Prom clothes and preparation

				School PSO supporting vulnerable families Parental awareness of The Advice Shop evidenced by webpage links, texts and Parent App.
Provision of equipment embedded within every faculty	PC	WTA LSMG	Sep 18	Every classroom provides equipment boxes to ensure no barrier to learning for any pupil
Increase Provision for those in need of scaffolding out of class or those At Risk of not attaining full potential				
Tracking 'At Risk' pupils and early intervention Develop Filemaker system and plan move to new CEC system 2018/9	IH PW	WTA – CAT or in-service time Time to manage system change	Aug-Dec 18	PEF pupils increasing across all measures Those 'At Risk' identified and with early intervention supported to achieve their full potential Tariff target score of 320 in lowest 20%
Continue to increase learning packs for those not accessing classes including introduction of skype lessons	IST/IH	Devt Time	Sep 18	
Provision of alternative pathways including NPAs and other wider achievement opportunities	IH/JM	Meeting time, time with SQA advisor, Devt of courses	Aug 18 onwards	
Implement change to Nation house structure	SLY/ IST	Blocks for new nation meetings	Jun 18	
Revisit restorative practice	IH	Time to meet CEC rep In service of CAT for staff session WTA	Aug 18 onwards	
Implement new nurture strategy in conjunction with IST	IH/IST	Staff time, resources funding	Aug 18 onwards	

The Royal High School
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Priority 3 – Improvement in children and young people's health and wellbeing

QIs 1.2 Impact of career-long professional learning 1.2 Children and young people leading learning 2.1 Arrangements for safeguarding, including child protection 2.1 Arrangements to ensure wellbeing 2.1 National guidance and legislation 2.4 Universal support 2.4 Targeted support 2.4 Removal of potential barriers to learning 3.1 Wellbeing 3.1 Fulfilment of statutory duties	**AIM:** Priority 3 – Improvement in children and young people's health and wellbeing AIM: Increase mental health survey results: Awareness – 80% +ve Key adult – 100% +ve Strategies – 80% +ve Number of trained staff and pupils: Staff – 30% +ve Pupils – 45 trained
Family Learning: Input to school information sessions and workshops on mental health issues	**Pupil Voice:** Feedback on mental health strategy Mental Health First Aiders

Tasks	By Whom	Resources	Timescale	Evidence of Impact
Improvement in wellbeing awareness and support				
3 x Mental Health First Aid Training	JM	Staff time and cover provision	27th June– Day 1	Increase mental health survey results: Awareness – 80% +ve Key adult – 100% +ve Strategies – 80% +ve Increased number of trained staff and pupils: Staff – 30% +ve Pupils – 45 trained
Rolling Programme for training of pupils Mental Health Ambassadors	JM/NC/ JS	Core provisions and protected time for JS/NC	From Aug 18	
Delivery of Mental Health NPA Level 5 with N5 pupils in S5	JM/PC/ IH	In additional 2 blocks for S5 N5 pupils	From Aug 18	
Creation of a Mental Health Hub staffed by Mental Health Ambassadors and Mental Health First Aiders	JM/IW/ FS/SS Pupil WG	WTA time	Aug 18	
Promotion of strategies for dealing with LIAM and Depression	JW/School Nurse/JM Pupil WG	Staff N/C time	Sep 18	

Promotion of Equalities including LGBT, Disability, Religion, Gender and Race	KH/JM/SR Pupil WG	WTA time 1 ppw staffing (KH)	Sep 18	
Reviewing and Implementing revised PSE programme in relation to Sexual Health and Mental Health	HS/RW/RM/JM Pupil WG	PSE Core, Pupil WG (lunchtime), Assemblies	From Aug 18	
Implement HWB block in S1	SR/GK/JM	1 ppw staffing (GK)	Aug 18	
Family Learning Event on Mental Health, Sexual Health and LGBTI awareness.	JM/School Nurse/Dr Fiona Murray	Development time, time to promote on email, twitter, web etc.	Oct 18	
Universal programme on body image supporting young people navigate social media.	JM/Edin Uni	PSE time for follow up	Sep 18	
Increase availability of PSO for drop in support sessions.	JM/JW	Flexible working – lunchtime sessions	Aug18	
Continue to develop PEF mental health strategy through provision of PSO role	JM/JW	Full PEF Funding for role (approx. £18k) plus additional funds from per capita	18/9	PEF pupils increase in all measures.
Continue to strengthen pupil voice across the school including Nation Councils, Pupil Parliament Pupil council cluster conference All school improvement planning sessions through start, clouds and lightbulbs Establish pupil/staff improvement groups	MM/DF KF PW PW/MM/DF	Leadership role, funding for conference, fund for special projects	Jun 18 Sep 18 Jun 18 Aug 18	Pupil are involved in all aspects of the school and feel they have a strong vie which is acted upon. Make use of HGIOS to evaluate alongside pupils.

Promote positive behaviour strategies across the school through the use of Morag Martindale (behaviour consultant), positive rewards and alternative pathways.	IH	M Martindale, funding for sessions, In service and CAT time for engagement WTA Tokens Reward days	Aug 18	Pupils are engaged in learning and supported to be their very best across the school. PBM is consistently used with a common approach. Track all aspects e.g. exclusions, attendance, referrals

The Royal High School
Improvement Plan 2018_9

Priority 4 – Improvement in employability skills and sustained, positive school leaver destinations for all young people

QIs	AIM:
1.1 Collaborative approaches to self-evaluation 1.1 Analysis and evaluation of intelligence and data 1.1 Ensuring impact on learners 'successes and achievements 1.3 Strategic planning for continuous improvement 2.3 Quality of teaching 2.3 Effective use of assessment 2.3 Planning, tracking and monitoring 2.4 Personalised support 2.4 Removal of potential barriers to learning 2.5 Early intervention and prevention 3.2 Attainment in literacy and numeracy 3.2 Attainment over time	2.5% improvement in Positive Destinations
Family Learning: Family information and Careers sessions Skills workshops	**Pupil Voice:** Membership of working group Feedback on skills sessions and Career events

Tasks	By Whom	Resources	Timescale	Evidence of Impact
Consolidate S1-6 DYW Strategy:				
Consolidate DYW working group	PC	WTA time	Dec 18	DYW group collate DYW partnerships and track pupil involvement Existing partnerships consolidated and range of partnerships expanded Parental involvement tracked Parents, Partners and FPs involved in the delivery of Career and skills events
Consolidate S2 DYW days	PC WG JS / NC	Staff time WTA time	Feb 19	
Establish Careers Fair	PC WG JS / NC	Staff time	Mar 19	

Research skills in S2 literacy blocks linked to careers and pathways	KF DA PC	Development time		Pupils able to articulate and demonstrate research skills linked to career pathways and course choice
Develop cluster strategies				
Consolidate STEM Primary strategy with Science Faculty	PC SB	WTA plus development time plus optional staff PRD time	Oct 18	Cluster Science strategy implemented across cluster schools. P7 pupils presenting to families as part of the P7/S1 Open Evenings.
Continuation of STEM transition events with Edinburgh College, expanding into S1	PC	Leadership role (GM)	Mar 19 Feb 19	P7 STEM visits to Edinburgh College embedded into transition schedule. S1 Edinburgh College event implemented
Establishment of cluster DYW strategy with Edinburgh Airport	PC	Development time with support from Working Group	Dec 18	Leadership visit and scoping exercise completed by Cluster SLT (22 August) Edinburgh Airport staff involved in RHS cluster career events
Continue STEM strategies				
Develop and support STEM Leadership Role	PC Staff Lead PW	1ppw staffing Development time with DYW Working Group	Mar 19	Consolidate STEM events across the school and the Cluster STEM Mentors in place for pupils MWOW Live! Introduced in line with Digital Strategy
Calendar of STEM events developed as part of overall DYW strategy	PC	Development time	Dec 18	Calendar established and shared with pupils, staff and parents
STEM Mentors established in line with My World of Work (MWOW) Ambassadors	PC Staff Lead	Development time	Dec 18	Mentors introduced from HE / FE providers and industries MWOW Ambassadors introduced to work with STEM subjects and links
Embed Careers Education standard				
MWOW Lesson inserts embedded into faculties	PC	In Service input WTA	Aug 18	MWOW lesson inserts embedded in BGE and Senior Phase

	AB (SDS)			
Careers Education standard embedded in every faculty	PC AB (SDS)	In Service input CAT time WTA Family Information event	Aug 18 Sept 18	Identified whole school priority as part of Walkthrough self-evaluation; evidenced in faculty plans Pupils and staff able to articulate and identify Careers education standard Audit of entitlements and expectations of Careers entitlements
MWOW and Marketplace awareness / market intelligence	PC AB and CMcA (SDS)	In Service input WTA Family Information event with Partnership	Aug 18 Sept 18	Increased staff, pupil and family awareness of Marketplace awareness Clear and evident links with Digital Learning strategy
Provide a clear strategy for DYW across the curriculum				
DYW strategy to become important element of induction programme and refresher for all staff.	PC	WTA	Oct 18	Establishing 'The Royal High way' with partners and providers Staff using contacts and colleagues to increase the provision of business partners supporting the school Staff aware of and contribute to DYW calendar of events
Expand Business Engagement	PC WG SDS	WTA / CAT time In-Service provision Workplace mentoring with partners	Aug 18 Mar 18	Partnerships embedded to support key skills: CVs, interview skills Visits to a range of businesses and industries Staff awareness enhanced by partnerships working with faculties Workplace mentoring schemes embedded in line with DYW calendar Skills and employment boards evident for every faculty SE programme enhanced and engagement by faculties Skills workshops introduced in line with SE

				Work Experience tracked for every pupil. Work placments standard and benchmarking tool in use to evaluate provision and pupil experience
Parental Engagement enhanced	PC WG	Information events Support from the Parent Council	Sept 18 Jan 18	Web content and communication with parents enhanced: • Career Education: A world of possibilities • Skills in a Nutshell • Learning Pathways in the Senior Phase and beyond • Career Conversations in a Nutshell
Enhanced awareness of Apprenticeship pathways	PC SDS Partners	Information event Staff time for Scottish Apprenticeship week	Sept 18 Mar 18	Staff, pupils and parents are aware of the range of apprenticeship pathways and signposting. Evidence of pupil planning in uptake through the course choice process Inserts into SE programme and course choice process

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Priority 1 – Improvement in attainment, particularly in literacy and numeracy.

- Moderation across the cluster
- Family learning sessions across the cluster
- Literacy cluster strategy
  - Moderate skills using progression framework
  - Create a cluster calendar for moderation activities
  - Parent transition roadshows focussing on lit, num, HWB
  - RHS lit and num links for each primary school
  - Cluster maths strategy e.g. Big Maths
  - Cluster group to work on digital strategy
- Numeracy cluster strategy
- Cluster digital learning strategy
  - Move to OneNote transition profiles
  - New quads groups for 2018/9
  - Create a cluster OneNote area through Teams
  - Create a cluster digital strategy
  - Move to OneNote transition profiles
  - Cluster maths strategy e.g. Big Maths
  - Explore skills progression profiles through MWOW
- Extend L&T quads across the cluster
- Cluster comms through OneNote
- DYW skills tracking 3-18

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Priority 2 – Closing the attainment gap between the most and least disadvantaged children.

- Engage pupils in 1 in 5
- Plan for PEF pupil transitions
  - Share interesting practice on poverty proofing our schools
  - Put PEF sharing practice on cluster SLT agenda
  - Look at how strategies working with PEF pupils can be transitioned
  - RHS opportunities group to present to cluster
- Revisit 1 in 5 CEC policy

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Priority 3 – Improvement in children and young people's health and wellbeing

- Mental health strategy
  - Explore mental health first aid training across the cluster
  - Mental health champions across the cluster
- Improve collaboration on resources for CPMs
  - Investigate possible cluster calendar for CPMs
  - September cluster pupil council conference
- Continue to consolidate pupil voice across the cluster
  - Pupils learning visits across the cluster
- Continue cluster transition events
  - Plan Year of Young People events
  - Engage politicians and CEC senior staff with pupil voice
  - Plan annual transition HWB event
- Family learning on HWB
  - Plan cluster 'keeping safe' events for pupils and parents
  - Review cluster PSE resources in line with new materials
  - Invite cluster to RHS 50th events

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Priority 4 – Improvement in employability skills and sustained, positive school leaver destinations for all young people

- Track DYW skills across 3-18
- Plan around new Edinburgh airport link
- Work on new Science strategy (Highland resource)
  - Investigate new MWOW skills tracker
  - Airport visit in August then plan 3 year strategy
  - RHS to support science strategy with resourcing
  - Cross cluster sharing practice in science
  - Share training from business partners across cluster
  - Make use of MWOW, SDS, NI Hub etc. resources. for teachers
  - RHS to share DYW events e.g. careers fair across cluster
- Provide DYW training for cluster staff
- DYW strategy across the cluster

5. Summary of evaluations against key indicators

Self Evaluation 2017 – 2018

	Quality Indicator	**School Self – Evaluation 2017 - 18**	**Inspection Evaluation** (If during 2017-18)
	What is our capacity for continuous improvement?	5	
1.3	Leadership Of Change	5	
2.3	Learning, Teaching And Assessment	5	
3.1	Ensuring Wellbeing, Equity And Inclusion	5	
3.2	Raising Attainment And Achievement	5	
2.2	Curriculum	5	
1.2	Leadership of Learning	5	

Statement of Impact of Pupil Equity Fund/Exceptional Spend:
For session 2017-18, the Pupil Equity Fund has totalled £_18??_____ (please specify). There is a carry-forward of £_____NIL_____ (please specify) to session 2018-19.

2016 – 2020 School Self Evaluation/Plan for QI Engagement

QI		2016 - 2017	2017 – 2018	2018 – 2019	2019 – 2020	Comments
1.1	Self-Evaluation for Self-Improvement					
1.2	Leadership of Learning					
1.3	**Leadership of Change**	√	√	√	√	
1.4	Leadership and Management of Staff					
1.5	Management of Resources To Promote Equity					
	Leadership And Management Overall					
2.1	Safeguarding and Child Protection					
2.2	Curriculum					
2.3	**Learning, Teaching and Assessment**	√	√	√	√	
2.4	Personalised Support					
2.5	Family Learning	√	√	√	√	
2.6	Transitions					
2.7	Partnerships					
	Learning Provision Overall					
3.1	**Ensuring Wellbeing, Equality and Inclusion**	√	√	√	√	
3.2	**Raising Attainment and Achievement**	√	√	√	√	
3.3	Increasing Creativity and Employability	√	√	√	√	
	Successes and Achievements Overall					