Standards, Quality and Improvement Plan for
The Royal High School

Standards and Quality Report for session: 2018 - 2019
Improvement Plan for session: 2019 - 2020
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Standards and Quality Report

1. The school in context

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.

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 pupils 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
- Sports Scotland Gold Award
- Education Scotland Digital Schools Award
- Education Scotland Cyber Security and Internet Safety Award
We are in the process of applying for:

- Eco Schools Green Flag
- Fairtrade award – Fairaware
- LGBTi Charter Mark
- Health & Wellbeing award
- Rights Respecting Schools Gold award
2. School’s Self-Evaluation

Capacity for Continuous Improvement

Our school community 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. Professional learning is embedded in our improvement agenda and linked strongly to professional enquiry. 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 Vision & Values as a whole community and they are the basis for everything we do. Our Learning & Teaching policy, Engage and Leaps, is ensuring we create a consistent approach to teaching and learning. This creates the climate for our pupils to follow pathways to success through the curriculum and achieve and attain the very best they can. This is supported by a cross curricular approach to the Careers Standard for Education which guides our pupils very well towards successful positive destinations.

1.3 Leadership of Change

Developing a shared vision, values & aims relevant to the school and its community

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 Vision & Values as a whole community and they are the basis for everything we do. Leadership development is embedded across the school and over 20 staff from both teaching and non-teaching positions led on projects or responsibilities in 2018/9. 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 regular professional dialogue.

Strategic planning 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 into 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 into 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 such as through our whole school improvement session, pupil voice box, focus groups and questionnaires. A new Pupil App has been developed for 2019 session and this will provide further opportunities to contribute. Our pupils have a strong voice in the leadership of the school and are fully integrated in our decision-making.
Implementing Improvement and Change

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 clear commitment to professional enquiry and all staff have taken part in a session on Improvement Science led by staff in 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. 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. 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.

Next Steps
- Continue to develop leadership across the school community
- Continue to develop the pupil ambassadors role
- Continue to develop the pupil voice model to strengthen empowerment
- Continue to engage with collegiate dialogue both looking inwards and outwards towards positive change

2.3 Learning, Teaching and Assessment

Learning and Engagement, including use of digital technologies

Most learners are confident, responsible and successful. They are committed to learning and working in partnership with staff to be successful. In almost all lessons observed, there were positive relations between teachers and young people. Most lessons were calm and purposeful and most pupils were observed showing deep levels of motivation and engagement in lessons.

Lessons were observed which provided opportunities to work independently, in pairs and in groups, discussing and sharing ideas with each other, combined with opportunities to also show their own individual understanding. Most learners are engaged and challenged, especially in the senior phase. Learners are becoming increasingly more empowered to reflect and discuss their progress through their own learning and their understanding of metacognition. There is substantial pupil engagement with the very wide programme of extra support sessions run across all faculties, both during term time and the February and Easter breaks. Pupils at risk of underachieving are targeted through mentoring and partnership with families to ensure maximum impact.

Meaningful digital technology continues to be embedded to support learning and engagement across the school and is very good. Currently, all pupils at the Royal High have access to an iPad. All are able to access curriculum materials and digital technology is used to elicit and activate learning. All are experienced in using Office 365 and OneNote and there is equity of access to help support learning for all. The accessibility functions on the iPads are also helping to support learning for all across the school. In almost all classes digital learning is embedded. This includes OneNote, iTunesU, iMovie, garage band, Kahoot, Forms, AppleTV, NinjaMaths and Sumdog, digital recording of performance which can be immediately self and
peer assessed, QR codes, immediate access to foreign language materials, research, sharing what success looks like and feedback.

Quality of Teaching

The Royal High School has a clear vision, as communicated through The Royal High School Vision and Values statement, to support the highest quality teaching experiences for all our learners. Most lessons were planned and well structured. The recent launch of the RHS Way for teaching and learning, Engage and Leaps, is helping to embed this further to create an even more consistent approach to teaching and learning. All staff have attended workshops on engaging starter tasks, learning intentions and success criteria (including differentiated success criteria), eliciting and activating learners and plenaries, which is helping to support a consistent approach to teaching and learning across the school. Every member of staff has been involved in dialogue about teaching and learning within their context, having been visited at least four times and involved in at least one, and the majority two, targeted feedback sessions, sharing good practice and suggesting areas for further development and discussion.

There is a very good CPD programme to support the needs of staff which is informed by staff self-evaluation and PRD. These are well attended. A monthly Teaching and Learning newsletter issued to staff, highlighting staff PRD, suggested reading and sharing good practice with regards teaching and learning. The teaching and learning Quads, allowing primary and secondary colleagues to work together, are helping to support the quality of teaching within the RHS as staff share good practice across the RHS cluster to ensure we are challenging pupils appropriately when they arrive in S1.

Most lessons observed saw effective questioning, with pupils being selected randomly to elicit understanding and some effective probing question stems.

Most staff deploy very effective approaches to providing feedback to pupils, with a clear shift in mindset from marking to feedback. Most staff are very clear in communicating success criteria for learning, and use a range of assessment methodologies, including the regular use peer and self-assessment as part of this process. Assessment feeds into future planning and effective scaffolding for needs, supporting targeted interventions when required.

Digital technology continues to be deployed effectively across the school to support teaching. All departments have curricular materials accessible on line. All staff have attended in-service days suited to their digital needs to help support their practice. There is a weekly drop-in lunch time support session in addition to bespoke one-on-one support by our digital leaders.

The Royal High School has a rigorous and robust system for seeking the views of our pupils, both directly about teaching and learning through the WalkThrough process, and through year group councils and pupil parliament. In T&L pupil focus groups, most pupils can talk articulately about learning in their classes and about their progress. Most senior pupils and the majority of pupils in the BGE experience regular individual learner conversations. The well-established pupil voice and parliament, in addition to the teaching and learning focus groups, provide very good opportunities to lead and contribute effectively to the wider life of the school, including the appointment of promoted staff. In addition, the year group councils and pupil parliament continue to have a very successful impact on important aspects of school life, including their learning experience, teaching and assessment. We have been proactive to ensure that all our diverse range of learners are represented. We have also been working hard to ensure effective mechanisms are in place to action points and feedback to pupils.

Families have been empowered to support their child in the process of learning, including study skills evenings, subject specific workshops and support on the website. There is now a consistent approach to study skills embedded in all subject areas across the school.

Our school continues to demonstrate a clear commitment to children’s rights and positive relations that has resulted in the school being awarded the silver award as a Rights Respecting School. Young people across the school continue to act as role models. **All S6 pupils contribute two hours of volunteering across**
our school community, including supporting the learning of others within the school. All pupils are given the opportunity to act as role models, developing team work, buddying and befriending our S1 pupils, YPI, Sports Leaders and Mentors of Violence Prevention. There are now 12 Mental Health Pupil Ambassadors who have prepared and delivered a programme to S2.

There are very good opportunities outside of the classroom to both support success within learning, by providing cultural capital and skills for work and life. These opportunities include S3 enhancement courses, leadership opportunities, afterschool and weekend clubs, local and international excursions and field trips. In excess of 300 pupils perform in school shows across the year. The RHS Opportunities Policy is in place to ensure equity of experience.

Effective use of Assessment

Most staff use a range of suitable approaches to assess pupil needs. For example, most pupils are regularly involved in self and peer assessment to deepen their own understanding of progress and success.

Most pupils, when asked, can clearly communicate what their next steps of learning are and can confidently link this to their levels in the senior phase. Almost all staff are making good use of benchmarks for tracking and recording progress in S1 to S3. Rigorous assessment and tracking allows for interventions and targeting of at risk pupils across the school. There is specific targeting of pupils to attend subject support classes and there is specific targeting of families, who have been invited to study support session to help assist their children at home. Pupils at risk are mentored. All faculties use assessment to plan the next steps in planning and learning.

Almost all departments and faculties are regularly moderating materials being delivered and the assessment mechanisms and have protected faculty sessions to support this as part of the CAT programme. They have been using the moderation cycle to achieve this. This includes work going on through the Quads examining assessment and moderation across the learner journey. This evidence is being used to inform future planning for the learner journey.

Planning, Tracking & Monitoring

The school has an effective tracking system via FileMaker which allows all staff to really know their pupils and adjust support as necessary. Each pupil receives three reports over the course of the year, in addition to one parental consultation evening. At risk pupils are identified and targeted by pupil support leaders and nation heads, in addition to individual subject support. The At-Risk pupils are also shared with CLs, to help support a targeted subject specific approach, in addition to a universal approach instigated by nation teams. This tracking informs effective planning meetings with GIRFEC framework. All staff are very aware of protective characteristics and plan accordingly.

There is very good communication with staff, on a weekly basis, regarding at risk pupils generated by weekly Nation meetings. This is further enhancing staff engagement with the tracking system.

There is tracking of skills for learning, life and work. There is very good tracking of wider achievements out with school.

Next Steps

- Continue to work on high expectations for all learners with a clear focus on differentiation and challenge at all levels.
- Continue to embed the RHS Teaching and Learning way, Engage and LEAPS, to help embed a consistent approach, and dialogue, for learners across the school.
- Improved transition work using OneNote and moderation work with the cluster.
- Support staff to continue to become more creative with digital technology to support effective teaching, and therefore learning.
• Continue to work with primary colleagues – teach meet to share practise
• Continue on journey to Gold award for Rights Respecting Schools
• Continue to support faculties in looking outwards with regards moderation.
• Continue to encourage faculties to ensure they are all challenging pupils as they progress through their learner journey
• Report progress through BGE levels more regularly to parents to increase awareness.
• Move towards the implementation of EDICT – try to ensure a smooth transition from FileMaker to SEEMIS.

3.1 Ensuring Wellbeing, Equality and Inclusion

Wellbeing

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. Most staff are clear of their responsibilities to ensure the wellbeing of all our young people and are passionate about getting it right for every child. Wellbeing is embedded in planning across most areas of the curriculum and in our School Improvement Plan and Vision and Values.

Relationships across the school community are very positive and supportive in most areas, founded on a climate of mutual respect within a strong sense of community, shared values and high expectations. We work closely with families to provide the right support and have opportunities for families to learn together such as our digital/online safety sessions, study support, study skills, DYW events, Mental Health, “how to pass” evenings and teen Triple P programme.

A wide range of learning experiences are used to promote positive relationships and wellbeing. These include work in our outdoor classroom, S1 residential, S2 activities week and S3 Battlefields trip. We provide a wide range of extra-curricular clubs across all areas of the school.

We know our young people very well. We have an excellent tracking system 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.

Positive mental health is a whole school focus for improvement and this has including Mental Health First Aid for staff and pupils, Mental Health ambassador programme, staff training in a wide variety of issues, a school counsellor and the appointment of our new Pupil Support Officer (PSO) role.

Primary transition information allows effective supports to be embedded for all pupils when beginning S1. Enhanced primary transition offers vulnerable and anxious learners an opportunity to experience High School prior to attending S1. This allows us to create individualised packages of support for all our learners and build positive relationships with pupils and families before S1 begins.

Fulfilment of Statutory Duties, including presumption of ASN for Looked After, unless assessed to the contrary, and specific arrangements for support to improve outcomes

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.

Inclusion and Equality

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.

Focussed Nurture group identified, and group implemented. This provides a “soft start” to some of our vulnerable learners, promotes responsibility and self-regulation. This has a positive impact in many areas of the curriculum for the identified group. Nurture resources are provided to every classroom in school.

Literacy boxes have been introduced in all classrooms. Access for all learners to support with literacy difficulties or Dyslexia. This has helped remove any stigma in literacy difficulties and helped identify previously un-noticed or diagnosed need.

Almost all our learners are included, engaged and involved in the life of the school. Almost all pupils feel very well supported to do their best. 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 understand, value and celebrate diversity and challenge discrimination.

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.

Support for Learning/Inclusion referrals introduced to allow effective deployment of resources (PSA’s, observations, interventions) introduced. This has allowed us to focus the supports offered, alongside clear support plans and timelines for implementation.

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 additional support needs, poverty or discrimination.

We provide a curriculum which supports pathways for all young people. This is in conjunction with a wide range of partnerships such as JET, DofE, Edinburgh College, Art Group, Crossfit. We positively discriminate courses for our most vulnerable learners. Achievement and attainment are tracked and celebrated widely.

Next Steps
• Inclusion focus at August 2019 in-service day focussing on:
  o Awareness of GIRFEC pathways
  o Awareness of GIRFEC procedures and the responsibility of all
  o ASD and strategies to support learning
  o Inclusive practice and specific use of CIRCLE resource to support.
  o Service level agreement of SfL department
  o Strategies to support Dyslexic learners.
  o Digital learning strategies to support inclusion.
  o Relaunch of restorative theory and practice.
• Continue implementation of Mental Health strategy (in response to self-evaluation)
• Restructuring of SfL to maximise resources.
• Continued opportunities for staff wishing to progress careers in IST.
• Continued work towards Rights respecting “Gold” award.
• Introduce Edict as tracking/reporting system.
• Whole staff training on role of all staff in GIRFEC procedures and practice in line with national developments and legislative updates.
Develop systems to ensure effective and appropriate use of key information about our young people and disseminate information appropriately and proportionately in keeping with the Children and Young People (Scotland) Act 2014 and GDPR.

Further develop our handbook, leaflets, web content and communication with parents and staff to reflect how we meet the requirements of appropriate legislation.

Whole staff training on the CIRCLE resource (August 2019)
CIRCLE interventions used to support pathway 1 provision
Training of PSA team to effectively support pathway 1 & 2 provisions.
Whole staff training on using PSA team as an inclusion support in Learning & Teaching.
Undertake an inclusion review with 2 neighbourhood schools to moderate and share good practice.
Wholesale review and relaunch of SfL provision to maximise resources effectively to support pathway 1 & 2 interventions.
Continued implementation of wider, accessible curriculum pathways such as NPA’s, John Muir Award, Saltire Award, skills for work courses.
Update tracking of achievement and participation.
Continue with the school’s campaign to become a Gold UNICEF: Rights Respecting School.
Focus Positive destination strategies on ASN learners and improving positive destinations for most vulnerable learners.
Re-Launch of LGBTI/equalities group in school.
Appointment of a respect ambassador.

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. Percentage of learners achieving in the BGE have been consistently improving across a 3 years trend.

Attainment in Literacy and Numeracy

S4 Literacy:
At SCQF level 4 almost all achieved a literacy award (96.31%). Almost all young people achieved SCQF level 5 or better in literacy (96.31%).

At SCQF level 4 and 5 the school sits above the VC with a 5-year positive pattern.

S5 Literacy:
At SCQF level 4 almost all achieved a literacy award (99.08%). Almost all young people achieved SCQF level 5 or better in literacy (99.08%).

At SCQF level 4 and 5 the school sits above the VC with a 3-year positive pattern.

S6 Literacy:
At SCQF level 4 almost all those who left the school achieved a literacy award (98.88%). Almost all young people left school with SCQF level 5 or better in literacy (98.31%).
At SCQF level 5 or better the school sits broadly in line or above the VC with a 5-year positive pattern.

At SCQF level 5 or better the school sits broadly in line or above the VC with a 4-year positive pattern.

**S4 Numeracy:**
At SCQF level 4 89.86% gained an award in numeracy. There continues to be admin errors in numeracy qualifications and this is being corrected. Most young people gained SCQF level 5 or better in numeracy (80.65%).

At SCQF level 4 the school sits above the VC with a 5-year positive pattern (based on local data 18/19).

At SCQF level 5 the school sits above the VC with a 5-year positive pattern.

**S5 Numeracy:**
At SCQF level 4 almost all achieved a numeracy award (94.5%). Almost all young people achieved SCQF level 5 or better in numeracy (90.83%).

At SCQF level 4 the school sits in line the VC with a 4-year positive pattern.

At SCQF level 5 the school sits above the VC with a 4-year positive pattern.

**S6 Numeracy:**
At SCQF level 4 almost all who left the school achieved a numeracy award (97.75%). Almost all young people left school with SCQF level 5 or better in numeracy (91.57%).

At SCQF level 4 and 5 the school sits broadly in line or above the VC with a 5-year positive pattern.

We continue to have a plan in place to continue to improve Literacy and Numeracy levels across all young people by the end of S6. This includes working with our Cluster primaries to improve basic literacy numeracy. We have dedicated planned staff sessions on Literacy and Numeracy to create a shared understanding about how we can improve these areas together and this includes moderation of level 3/4/5 Numeracy and Literacy across the curriculum. We have intervention strategies across S1-6 for our vulnerable young people whose levels of literacy and numeracy are poor. All S1/2 have a literacy or numeracy period each week to help improve a range of strategies to support improvements across the curriculum.

We are beginning to see big improvements in Literacy and Numeracy measures in our leavers and we hope these interventions will continue to contribute positively.

**Attainment over time**

By S4 the lowest performing 20% are attaining higher than the VC over the last 4 years. The middle 60% are attaining higher than the VC over the last 4 years and the highest 20% are attaining in line with VC over the last 4 years. In the lowest 20% and middle 60% the performance is well above national and CEC performance.

At level 5 the school performed above the VC at all measures. This is a 4-year pattern.

At level 3 and level 4 the school performed above the VC at all measures. This is a 4-year pattern but not yet shown on INSIGHT due to RPA awards (calculated manually).

By S5 the lowest performing 20% are attaining higher than the VC over the last 3 years. The middle 60% are attaining higher than the VC over the last 3 years and the highest 20% are attaining in line with VC over the last 4 years. In the lowest 20% and middle 60% the performance is well above national and CEC performance.
At level 6 the school performed above the VC at all measures. This is a 2-year pattern with 2017 in-line with VC.

By S6 the lowest performing 20% are attaining higher than the VC in 2018 improving on the previous two years. The middle 60% are attaining above the VC in 2018 and in line with the VC in 2016 and the highest 20% are attaining higher than the VC in the last three years. In all cases the performance is well above national and CEC performance.

At level 6 the school is performing about the VC for 3 awards and above with 1 and 2 awards within 1% of VC (2 young people).

At level 6 the school performed above the VC in 2-4 awards and below VC (1.4% diff, 3 young people). This is an improving pattern.

At level 7 the school continues to perform strongly.

**Overall Quality of learner’s achievement**

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.

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 and targeted business input across a variety of careers pathways.

Achievement is celebrated at every opportunity, using our website, twitter, notice boards, newsletters, assemblies, positive referrals and two very well attended Prize Giving ceremonies every year.
Equity for all learners, including specific reference to Looked After children and other Equity cohorts

We have a member of staff responsible for tracking each of our vulnerable groups. They ensure all possible supports are put in place from S1-6 to maximise attainment and achievement for all our vulnerable learners. This includes working closely with parents and partners.

Staff know who these young people are through clear flags in our tracking system and there is an expectation that they will positively discriminate to support these young people.

IST staff identify learners with barriers to learning and provide advice and support to all staff to ensure these young people are well supported. This can include the use of ICT, additional staffing, course changes or assessment arrangements.

We target those we believe are at risk of not attaining and attempt to find ways to support them to achieve their full potential.

We are aspirational for all and expect our young people to do their very best. We have clear procedures in place to find those who are below potential and provide scaffolding for success. We positively discriminate for those who are vulnerable in their learning for whatever reason.

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 Rugby Academies, JET, DofE, college, Foundation Apprenticeships, NPA options and much more. We positively discriminate courses for our most vulnerable learners.

Next Steps

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.

2.4 Personalised Support

Universal support

Our young people benefit from high-quality universal support. We have a Positive Behaviour Management Policy which alongside our Nurture strategy secures positive relationships and behaviour which all staff and partners take responsibility for implementing.

Young people are at the centre of all planning, as active participants in their learning and development. Our young people have regular opportunities to discuss their learning with teachers and also a key adult who knows them well, helping them to set appropriate next steps. A range of staff and partners support those who are identified as being ‘At Risk’ for example with mentoring, additional study support or individualised learning packages.

Through our FileMaker Tracking system, staff information bulletins, case conferences and collegiate time, all staff know and respond very well to the individual needs of children and young people and promote and support their wellbeing.

In most classes, tasks activities and resources are effectively differentiated to ensure appropriate pace and challenge for all learners. Our staff and partners work effectively together to increase their ability to meet the needs of our diverse learners through effective use of professional learning, support and specialist resources.
Targeted support

Our targeted support builds on robust, embedded universal support across the school. Learners’ needs are identified early through reliable and valid assessment information such as SNSA and transition data. This enables us to provide timely support where required. We fully adhere to legislative requirements and provide all children with additional support needs with high-quality targeted support, including highly-able young people. We encourage parent as partners and fully encourage their support through good communication and planning. Young people, parents and partners are fully involved in decisions about learning and support. Well-planned interventions are leading to positive outcomes in all our targeted groups.

Removal of barriers to learning

Staff and partners take positive and proactive steps to ensure that barriers to learning are minimised. Staff respond very well to mitigate barriers to success for at risk children, including young carers, looked after children and children living in poverty. All children with a disability, health issue or social and emotional needs benefit from high-quality targeted support. The school works with key partners to remove barriers to learning and provide an inclusive learning environment.

Next Steps

- Move to sharing data through EDICT system for 2019/20 session
- Staff training to be provided on inclusion strategies in August in-service
- Continue to work with pupils to plan the very best interventions for key groups such as our Young Carers and Care Experienced young people
- Appoint a RESPECT ambassador to work across the school to promote equalities

Pupil Equity Fund

Our PEF funding is used for the employment of a Pupil Support Officer (PSO) 4 days a week along with additional curricular options in S1/2 including CrossFit and wider achievement options such as the John Muir award. Our tracking has demonstrated improvements in the PEF group of pupils 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. £13k will be carried forward to 2019/20 due to a delay in the increase of PSO hours. This will be used to recruit a Youth Worker to work alongside our PSO.

For session 2018-19, the Pupil Equity Fund has totaled £24,000

There is a current carry-forward of £13,000 to session 2019-20.

This spend is deemed exceptional and the plans for this spend are outlined in the school improvement plan for 2019-20 and coded green.

Best Value

- All processes as agreed by the council are in place for managing finance including a School Fund Committee. This is quality assured through regular audit.
- The school has an Opportunities Fund which enables us to provide funding for those who need this to attend trips, residential etc. we also have a uniform and prom bank as well as help for clothing for work experience.
  - 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.
• Equipment boxes in every classroom

• We follow all guidelines relating to the PEF Framework or Waivers to comply with statutory procurement regulations
• Our digital resources are equitably distributed across the school to ensure all staff have access. All pupils S1-6 have a 1-to-1 device (iPad) to ensure they can access our on-line resources. This has been audited through the Education Scotland Digital Award.
• Our funds are limited and as such we allocate these to support our school priorities. This is agreed with staff throughout our improvement planning. We operate a bidding system which is managed through a committee where any additional funds do become available.
## Improvement Plan Update

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

<table>
<thead>
<tr>
<th>QIs</th>
<th>AIM:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Collaborative approaches to self-evaluation</td>
<td>100% Literacy level 4</td>
</tr>
<tr>
<td>1.1 Analysis and evaluation of intelligence and data</td>
<td>95% Literacy level 5</td>
</tr>
<tr>
<td>1.1 Ensuring impact on learners ‘successes and achievements</td>
<td>100% Numeracy level 4</td>
</tr>
<tr>
<td>1.3 Strategic planning for continuous improvement</td>
<td>90% Numeracy level 5</td>
</tr>
<tr>
<td>2.3 Quality of teaching</td>
<td>Tariff target score of 320 in lowest 20%</td>
</tr>
<tr>
<td>2.3 Effective use of assessment</td>
<td>Tariff target score of 910 in middle 60%</td>
</tr>
<tr>
<td>2.3 Planning, tracking and monitoring</td>
<td>Tariff target score of 1475 in top 20%</td>
</tr>
<tr>
<td>2.4 Personalised support</td>
<td>Increase in ASN in line with rest of school</td>
</tr>
<tr>
<td>2.5 Early intervention and prevention</td>
<td></td>
</tr>
<tr>
<td>3.2 Attainment in literacy and numeracy</td>
<td></td>
</tr>
<tr>
<td>3.2 Attainment over time</td>
<td></td>
</tr>
</tbody>
</table>

### 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

### What did we achieve?
- Study skills ambassador appointed and working group in place. Study timetable for the school created and shared. Family learning session held and very well attended with excellent feedback. Pupil session led by S6 pupils well received.
- Research skills booklet revamped and relaunched.
- Staff professional reading groups established to create *The Royal High Way* Teaching and Learning Toolkit leading to professional enquiry and research-based discussions. ENGAGE and LEAPS launched.
- Digital learning workshops throughout sessions at all levels and continuation of rollout of new equipment to provide equity of access. Education Scotland Digital Schools and Internet Safety and Cyber Security awarded.
- Bespoke in-house CPD program created based on staff self-evaluation, good take-up. Leading to improved evaluations in ‘Walkthrough’.
- Increased tracking of ‘at risk’ pupils leading to improved pathways and successful SQA presentations.
- Increased packs for subjects for pupils not attending classes for any reason. Skype not setup due to CGI technical issues.
- Increased curricular options including NPAs and other wider achievement options.
- Literacy and numeracy booklets in place and strategy to support pupils towards level 5 yielding excellent results. Literacy boxes in every classroom and being well used.
- SNSA training in place and staff engaging with this to support pathways for pupils.

### Next Steps
- Improve moderation particularly in the BGE
- Pace and challenge particularly in the BGE
- Leadership and strategy for Lit and Num
- More cross curricular/IDL working
• Use of M&T particularly to show improvements
• Cluster numeracy strategy
• Review reporting and parents night
• Identify attainment from INSIGHT in August for targeted group
• Review pupils who were highlighted at risk - how did they perform?
• Look at zero tariff pupils
• Continue nab and grab, lit and num strategy, pathways to success
• Study skills - continue
• Digital learning - continue
• Embed ENGAGE and LEAPS
• Targeted family support sessions and embed those already in place

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

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

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

Family Learning:
Input to family learning sessions

Pupil Voice:
Membership of working group
Feedback on poverty strategy

• 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.
• Equipment boxes in every classroom
• At Risk tracking embedded and targeted strategies in place for those at risk
• Filemaker system continued to be developed and twin tracked towards EDICT which is now ready to be used in August
• Restorative practice revisited and new strategy for 2019/20
• New nurture strategy in place including nurture boxes in every classroom

Next Steps
• Improve how we share information - good at this but needs streamlined
• Improve differentiation WALKTHROUGH FOCUS
• More support for learning in classes FUNDING ISSUE, how do we allocate? New structure in ASL including getting rid of DEN, one base and free up staff. Relaunch of referral system.
• Improve attendance and truancy - new school policy plus work with CEC about how supporting attendance issues.
• Homework club relaunch
• Share PEF strategies and what is the impact
• Keep looking at interventions such as 'grab and NAB'
• Review of PBM and possibly Class Charts
• Alternative pathways to continue to be developed
• Tracking to move to EDICT
• Poverty proofing to continue to be developed
## Priority 3 – Improvement in children and young people’s health and wellbeing

<table>
<thead>
<tr>
<th>QIs</th>
<th>AIM:</th>
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<tbody>
<tr>
<td>1.2 Impact of career-long professional learning</td>
<td>Priority 3 – Improvement in children and young people’s health and wellbeing</td>
</tr>
<tr>
<td>1.2 Children and young people leading learning</td>
<td>AIM: Increase mental health survey results:</td>
</tr>
<tr>
<td>2.1 Arrangements for safeguarding, including child protection</td>
<td>Awareness – 80% +ve</td>
</tr>
<tr>
<td>2.1 Arrangements to ensure wellbeing</td>
<td>Key adult – 100% +ve</td>
</tr>
<tr>
<td>2.1 National guidance and legislation</td>
<td>Strategies – 80% +ve</td>
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<tr>
<td>2.4 Universal support</td>
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<tr>
<td>2.4 Targeted support</td>
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<tr>
<td>2.4 Removal of potential barriers to learning</td>
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<tr>
<td>3.1 Wellbeing</td>
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<tr>
<td>3.1 Fulfilment of statutory duties</td>
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</tbody>
</table>

### WHAT DID WE ACHIEVE?

- 60% staff trained in Mental Health First Aid
- Pupils Mental Health Ambassador program in place
- NPA successfully delivered
- Creation of a Mental Health Hub staffed by Mental Health Ambassadors and Mental Health First Aiders
- PSE sessions on LIAM as well as family learning session very well received on mental health strategies (Mental Health, Sexual Health and LGBTI awareness).
- Equalities group continue to promote issues and raise awareness
- Reviewed and Implemented revised PSE programme in relation to Sexual Health and Mental Health
- HW block implemented in S1 successfully
- Universal programme on body image supporting young people navigate social media delivered.
- PSO time increased
- Increased Pupil Voice meaning pupils are involved in all aspects of the school and feel they have a strong voice which is acted upon. Made use of HGIS to evaluate alongside pupils.
- Promoted positive behaviour strategies across the school through the use of Morag Martindale (behaviour consultant), positive rewards and alternative pathways.

### NEXT STEPS

- Continue developing mental health strategies
- Mentoring to be relaunched
- Training for staff to challenge bullying and racism (Humanutopia)
- Restorative practice approach needs relaunched
- Look at homework provision - need a subject strategy
## Priority 4 – Improvement in employability skills and sustained, positive school leaver destinations for all young people

### What have we achieved?
- Pupil involvement tracking in place and robust alongside SDS tracking
- 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
- Pupils able to articulate and demonstrate research skills linked to career pathways and course choice
- Careers fair, S2 DYW week and workshops throughout the year all in place and well received
- Cluster Science strategy implemented across cluster schools.
- P7 STEM visits to Edinburgh College embedded into transition schedule.
- S1 Edinburgh College event implemented
- MWOW Ambassadors introduced to work with STEM subjects and links
- Careers Education Identified as 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
- 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
- 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

### Next Steps
- More staff training about DYW, pathways and impact
- Case studies about partnerships would be good to introduce
- Continue to widen opportunities for DYW beyond finance, medicine, law in line with pupil need
### Summary of evaluations against key indicators

<table>
<thead>
<tr>
<th>Quality Indicator</th>
<th>School Evaluation</th>
<th>Inspection Evaluation (If during 2017-18)</th>
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<tbody>
<tr>
<td>What is our capacity for continuous improvement?</td>
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<tr>
<td>1.3 Leadership of Change</td>
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<td>2.3 Learning, Teaching and Assessment</td>
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<td>3.1 Ensuring Wellbeing, Equity and Inclusion</td>
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<td>Area</td>
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<td>18/19</td>
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<td>Self-Evaluation for Self-Improvement</td>
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<td>Leadership and Management of Staff</td>
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<td>Management of Resources To Promote Equity</td>
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<td>Leadership And Management Overall</td>
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<td>Safeguarding and Child Protection</td>
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<td>Family Learning</td>
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<td>Transitions</td>
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<td>Partnerships</td>
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<td>Successes and Achievements Overall</td>
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