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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: 2020-21
Improvement Plan for session: 2021-22**

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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. The school roll sits around 1300.

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 91 FTE with 21 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 Gold 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
- Apple Distinguished Educator status
- European Digital Schools Award

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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. In most sessions over 1/3 of staff from both teaching and non-teaching positions lead on projects or responsibilities. 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. We also support a group of staff to complete the VIBE course which provides a GTC accreditation in Leadership. 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 school's improvement evaluation and planning. As a result, our staff plan their own PRD needs around contributing to the national and city-wide 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, Humanutopia Heroes 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 into the staff SLT board. Nation Captains and the School Captain chair the groups and they meet with the Headteacher each week

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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 Pupil App has been developed during the session which provides 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' roles
- 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. There are positive relationships between teachers and young people and lessons are calm and purposeful. Most pupils of the RHS show deep levels of motivation and engagement in lessons. Lessons provide 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 extensive programme of extra support sessions run across all faculties, both during term time and RHS study school during holiday time. More pupils are also accessing the national e-learning offerings as E-Sgoil and SCHOLAR. The EDICT reporting system supports efficient targeting of at-risk pupils. All families of those identified as at risk, across all year groups, are invited to a meeting with their Pupil Support Leader or Nation Head. Pupils at risk of underachieving are also personally invited to at-risk support session in partnership with families to ensure maximum impact.

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. This is shared with all families.

Our school continues to demonstrate a clear commitment to children's rights and positive relations that has resulted in the school being awarded the Gold 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. All pupils are given the opportunity to act as role models, developing teamwork, buddying and befriending our S1 pupils, YPI, Sports Leaders and the Diana Awards. There are now 12 Mental Health Pupil Ambassadors who have prepared and delivered a programme to S2. In addition, the school's work with Humanatopia has resulted in 85 pupils being trained as Humanutopia Heroes. This has been paused due to COVID restrictions but is due to restart in 2021/22.

There are very good opportunities outside of the classroom to 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. While most excursions were cancelled during 2020/21, pupils have continued to engage internationally through on-line opportunities.

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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. Those most in need also have access to free SIM data or data hubs. 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 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 all classes digital learning is embedded. This includes all apps associated with Office 365, iTunesU, iMovie, garage band, Kahoot, Quizlet, AppleTV, NinjaMaths, Explain Everything, the digital recording of performances for peer and self-assessment, QR codes, immediate access to foreign language materials, research, sharing what success looks like and audio feedback. The school has an agreed methodology for on-line learning during periods of lock down called The Royal Hybrid Way. This ensures high quality equitable provision across all subjects even when we are not able to provide learning face to face. Significant embedding of digital skills has taken place during 2020/21 due to the COVID circumstances and our leaners and staff are confident in our on-line provision. Our digital journey has progressed far beyond substitution, and staff are embracing the opportunities for creativity, collaboration and individuality offered by digital technology. This continues to be embedded in our learning and a hybrid model is available for those who may continue to be learning from home.

Quality of Teaching

The Royal High School has a clear vision, as communicated through our Vision and Values statement, to support the highest quality teaching experiences for all our learners. Most lessons were planned and well structured. 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. This is complimented by our recent The Royal Hybrid Way which outlines our expectations during on-line learning.

All staff have attended workshops focused on supporting challenge and support across the school. All staff have reflected upon the different ways staff can support differentiation in the classroom. Every member of staff has been involved in dialogue about teaching and learning within their context, 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. A monthly Teaching and Learning newsletter is issued to staff, highlighting staff PRD, suggested reading and sharing good practice with regards teaching and learning. There is good engagement with educational research with regards what effective teaching, and therefore learning, looks like. This session a 'Top Tip Tuesday' feature has evolved, where staff share a practical teaching and learning strategy with the whole school every week.

Most lessons demonstrate 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. In addition, a few staff have been recording audio feedback to pupils on key pieces of work, in addition to recording their explanations and their thinking out loud. Reflections upon the impact of this evolving practice is very positive from pupils and staff and it is being rolled out to the majority of staff. 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. Staff are becoming more confident in using SNSA data to inform their planning and teaching.

Digital technology continues to be deployed effectively across the school to support teaching. All departments have curricular materials accessible online. All staff have attended in-service days suited to their digital needs to help support their practice. There are on-line support sessions in addition to bespoke one-on-one support by our digital leaders. This progress with regards digital learning has been recognised nationally. The school has been awarded both the Digital Schools Award and the Cyber Resilience Award and is currently working towards accreditation as an Apple Distinguished School and a Digital Schools European Award.

Effective Use of Assessment

Almost all 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 in the senior phase allow for interventions and targeting of at-risk pupils. There is specific targeting of pupils to attend subject support classes. There is specific targeting of families, who are invited to meet with their Pupil Support Leader and Nation Head. They are also invited to study support session to help assist their children at home. S6 pupils have also set up a support programme to facilitate peer to peer study assistance. All faculties use assessment to plan the next steps in planning and learning. During lockdown these have continued on-line.

Almost all departments and faculties are regularly moderating materials being delivered and the assessment mechanisms. All have protected faculty sessions to support this as part of the CAT programme. Monthly meetings between SLT links and their faculty links are helping to support and evidence this process. Faculties have been using the RHS moderation cycle. This evidence is being used to inform future planning for the learner journey. The additional moderation required under ACM has helped inform this process.

Planning, Tracking & Monitoring

The school has an effective tracking system via EDICT 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 within the 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 with all students involved in this process.

Next Steps
- Continue to emphasis values linked to Gold award for Rights Respecting Schools.
- Continue to embed the RHS Teaching and Learning way, Engage and LEAPS, to further support a consistent approach and dialogue regarding teaching and learning.

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- Continue to look at pace and challenge across the school, with a particular focus on the BGE. Roll out the three-tiered approach to planning units of work and individual lessons.
- Continue to support staff to become more creative with digital technology to support effective teaching, and therefore learning including rolling out the new Edinburgh Empowered Learning project.
- Use evidence on progress through BGE levels on Edict to support moderation within the school, between subjects and faculties.
- Continue to support faculties in looking outwards with regards moderation.
- Continue implementation of OneNote transition jotter.
- Continue journey towards achieving recognition as an Apple Distinguished School and a European Digital School Award.

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 normally 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. These have been delayed this session due to COVID constraints.

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 continued support of our Pupil Support Officer (PSO) roles.

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.

We have a focussed nurture group identified, and a group implemented. This provides a "soft start" to some of our vulnerable learners, promotes responsibility and self-regulation. This has a positive impact

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in many areas of the curriculum for the identified group. Nurture resources are provided to every classroom in school.

Literacy, nurture and equipment boxes have been introduced in all classrooms. This has helped remove any stigma in these areas.

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.

We have an active Equalities group which cover all aspects of protective characteristics. We have begun working with Intercultural Youth Scotland. This has strengthened opportunities for BAME pupils' voices to be heard, to seek support from others to report bullying and to challenge bullying and prejudicial behaviour. This included support for dealing with racist incidents in school and providing guidance and support on policy and practice.

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 We positively discriminate courses for our most vulnerable learners. Achievement and attainment are tracked are celebrated widely.

In 2020/21 we introduced new Wellbeing and Enhanced support bases to support ASD, anxious and SEBN learners. Despite COVID restrictions these are up and running and have made a significant difference to the young people who have accessed these supports throughout the session.

Next Steps
- Continue to embed Wellbeing Base and Enhanced Support base
- Continue to promote inclusion including:
    - Awareness of GIRFEC pathways
    - Awareness of GIRFEC procedures and the responsibility of all
    - ASD and strategies to support learning
    - Inclusive practice and specific use of CIRCLE resource to support.
    - Service level agreement of SfL department
    - Strategies to support Dyslexic learners.
    - Digital learning strategies to support inclusion.

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- o Relaunch of restorative theory and practice.
  - o Use of CIRCLE document
- Continue implementation of Mental Health strategy
- Continued implementation of wider, accessible curriculum pathways such as NPA's, John Muir Award, Saltire Award, skills for work courses.
- Focus Positive destination strategies on ASN learners and improving positive destinations for most vulnerable learners
- Continued focus on the promotion of equalities across the school community including promoting racial equality.
- Increase staff confidence to tackle racist incidents and create an anti-racist culture through more opportunities for 1-1 guidance with IYS Educator.
- Work with pupil IYS groups to implement a relevant campaign to bring about an improvement or change which addresses exclusion, prejudice or discrimination.
- Continue working with Humautopia and Intercultural Youth Scotland to promote equality and anti-bullying
- Continue to implement new attendance policy by expanding follow through calls to period by period

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-year trend.

Attainment in Literacy and Numeracy

S4 Literacy:
At SCQF level 4 almost all achieved a literacy award (94.86%). Most young people achieved SCQF level 5 or better in literacy (86.45%).

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%). Almost all young people achieved SCQF level 5 or better in literacy (97.6%).

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

S6 Literacy:
At SCQF level 4 all those who left the school achieved a literacy award (100%). All young people left school with SCQF level 5 or better in literacy (100%).

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 5-year positive pattern.

S4 Numeracy:
At SCQF level 4 almost all young people (92.06%) gained an award in numeracy. The majority of young people gained SCQF level 5 or better in numeracy (70.56%).

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

At SCQF level 5 the school sits in line with the VC with a 5-year previous positive pattern.

S5 Numeracy:
At SCQF level 4 almost all achieved a numeracy award (96.17). Almost all young people achieved SCQF level 5 or better in numeracy (90.91%).

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

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

S6 Numeracy:
At SCQF level 4 almost all who left the school achieved a numeracy award (98.84%). Almost all young people left school with SCQF level 5 or better in numeracy (96.51%).

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 5 years. The middle 60% are attaining higher than the VC over the last 5 years and the highest 20% are attaining in line with VC over the last 3 years. In the lowest 20% and middle 60% the performance is well above national and CEC performance.

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

At level 3 and level 4 the school performed in line or above the VC at all measures. This is a 5-year pattern.

By S5 the lowest performing 20% are attaining higher than the VC over the last 5 years. The middle 60% are attaining higher than the VC over the last 5 years and the highest 20% are attaining in line with VC over the last 5 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 5-year pattern.

By S6 the lowest performing 20% are attaining higher than the VC and this is a 5-year pattern. The middle 60% are attaining above the VC and this is a 5-year pattern. The highest 20% are attaining higher than the VC in the last 5 years. In all cases the performance is well above national and CEC performance.

At level 5 and level 6 the school is performing above the VC with a 5-year positive pattern.

At level 7 the school continues to perform very strongly and in line with VCs.

Overall Quality of learner's achievement

We work hard to promote an ethos of achievement across our school and almost all students respond very well to our challenge. The number of our leavers moving on to Further and Higher Education continues to increase. This session this was 75%. This is up over 20% and reflects the options for young people post pandemic. 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.

We are aware of all destinations of our school leavers and almost all young people who left in 2019/2020 are currently in a sustained positive destination whether that be further or higher education, employment or training.

Positive destinations after school are very strong. Almost all young people who left in the 2019/20 session (98.5%) moved into positive destinations. Our school leaver numbers entering further, or higher education, employment or training continue to be very strong, with good sustained positive destination figures. More than 66% 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. This has been hampered by COVID restrictions this session.

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 fayres and workshops, in class workshops across all subjects for S2, CV and interview skills, employability groups and targeted business input across a variety of careers pathways. We have a thriving 'My Future Friday' program where employers engage directly with interested group of pupils. We continue to expand the DYW programme and our focusing on developing employer-school partnerships across a range of curricular areas in a bid to 'bring the curriculum to life'. We are expanding our designated career hub area where any pupil can approach our careers advisor and DYW coordinator to talk about any aspect of their career and seek out upcoming opportunities.

Achievement is celebrated at every opportunity, using our website, twitter, notice boards, newsletters, assemblies, positive referrals and two very well attended Prize Giving and Wider Achievement ceremonies every year. These have been on-line where restrictions did not permit gatherings.

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.

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, bike ability, Forest Schools and wider achievement options such as the John Muir award. It is also embedded as part of our Youth Worker post.

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.

FOR SESSION 2020-21, THE PUPIL EQUITY FUND HAS TOTALED £30,749

THERE IS A CURRENT OVERSPEND OF £2343 TO SESSION 2021-22.

THE PLANS FOR OUR 2021/21 SPEND ARE OUTLINED IN THE SCHOOL IMPROVEMENT PLAN FOR 2021-22 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, residentials 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
    - School uniform, including shoes and blazers are provided for every family in need
    - Embedded provision of Prom clothes and preparation
    - School PSO and Youth Worker supporting vulnerable families
    - Parental awareness of The Advice Shop evidenced by webpage links, texts and Parent App.
    - Equipment boxes in every classroom
    - Food parcels, warm jackets, holiday gifts provided to those in need each holiday
- 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.

Edinburgh Learns: Standards and Quality Reporting and School Renewal Planning

Summary of evaluations against key indicators

	Quality Indicator	School Evaluation
	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

Edinburgh Learns: Standards and Quality Reporting and School Renewal Planning

	17/18	18/19	19/20	20/21
Self-Evaluation for Self-Improvement	5	5	5	5
Leadership of Learning	5	5	5	5
Leadership of Change	5	5	5	5
Leadership and Management of Staff	5	5	5	5
Management of Resources to Promote Equity	5	5	5	5
Leadership and Management Overall	5	5	5	5
Safeguarding and Child Protection	5	5	5	5
Curriculum	5	5	5	5
Learning, Teaching and Assessment	5	5	5	5
Personalised Support		5	5	5
Family Learning		4	4	4
Transitions		4	5	5
Partnerships		5	5	5
Learning Provision Overall		5	5	5
Ensuring Wellbeing, Equality and Inclusion		5	5	5
Raising Attainment and Achievement		5	5	5
Increasing Creativity and Employability		5	5	5
Successes and Achievements Overall		5	5	5