

THE ROYAL HIGH SCHOOL

Standards & Quality Report 2024



The School in Context



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.

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 innovation. It is a non-denominational, 6-year comprehensive, with young people drawn from 4 catchment primary schools: Blackhall, Clermiston, Cramond and Davidson's Mains.

The school was the subject of a [HMIE inspection](#) in December 2022.

The Senior Leadership Team (SLT) comprises the Headteacher, four Depute Headteachers and the Business Manager. The current teaching staff complement is 100 FTE with 21 FTE staff other than teachers, including Pupil Support Assistants, who support the integration of young people. There is an integrated Additional Support for Learning Team combining the Guidance and Support for Learning teams as well as our Enhanced Support and Wellbeing Bases.

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 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. Due to our rising roll we currently have 6 huts in our playground and a new extension due to open in August 2024.

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.

- **Roll** – 1460
- **FME** – 7.4%
- **SIMD 1&2** – 5.2%
- **BPoC** – 27.4%

The school has achieved the following awards:

<ul style="list-style-type: none"> • Eco Schools Green Flag Award • UNICEF -Rights Respecting School Gold Award • Holocaust Education Vision Schools status • Surfers Against Sewage Plastic Free Schools • Cycling Scotland cycle friendly schools award • Sports Scotland Gold Award 	<ul style="list-style-type: none"> • Education Scotland Digital Schools Award • European Digital Schools Award • Apple Distinguished Educator status • Education Scot Cyber Security and Internet Safety • LGBTi Bronze Charter Mark
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The School's Self-Evaluation

Q1 1.3 Leadership of Change: Developing a share vision, values and aims relevant to the school and its community, Strategic planning for continuous improvement, Implementing improvement and change

What have we done?

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

Our Vision & Values were developed as a whole community and they are the basis for everything we do. Our overarching motto is "We Belong Here" and this is fundamental to our values. These are regularly reviewed.

Strategic planning for continuous improvement

A wide range of data gathered locally and nationally is used to understand our social, economic and cultural situation.

- CEC data to support results analysis.
- Annual improvement activity informs all we do such as data analysis, learning walks, improvement wall (lightbulbs, clouds and stars).
- Annual questionnaires for all.
- Regular focus groups of staff and young people.
- Review of complaints and requests for service.

We protect time for staff and young people to work collegiately on improving our school including key staff/pupil improvement groups. We provide curricular time in 'academies' (not S4) for young people to engage in key leadership roles. This is particularly evident in S3, S5 and S6.

Implementing improvement and change

Leadership development is embedded across the school.

- A significant number of staff from both teaching and non-teaching positions lead on projects or responsibilities (33 in 2023/4).
- We have 13 pupil led improvement groups.
- These roles and groups are identified through our self-evaluation process.
- Leadership development is supported through our in-house CPD program
- All staff are encouraged to engage in leadership programs and further study.
- We support a group of staff each year to complete the Tree of Knowledge VIBE course which provides a GTC accreditation in Leadership. A significant number of staff are engaging with courses in leadership through Education Scotland.
- Young people are supported to develop their leadership through for example volunteering, Pupil Council Conferences, Humanutopia Heroes, and ambassadors in ICT and Sports
- We have a leadership structure which enables everyone to engage in professional dialogue and this in turn contributes to whole school policy and decision making.
- Staff at all levels and young people regularly contribute to our SLT meetings
- Curricular Leaders and Administrative staff representatives sit on the SLT group

- All staff, young people and parents engage in an annual improvement exercise which allows them to feed into the school's improvement evaluation and planning.
- Staff plan their own PRD needs around contributing to the national and city-wide priorities.
- In-house CLPL 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. Our young people have an empowered voice in the leadership of the school and are fully integrated in our decision-making.
- We gather young people's views in a variety of ways such as through our whole school improvement session, groups and questionnaires.

Resilience to change is embedded in our culture and enables us to be innovative and creative.

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

We all have a very strong understanding of the vision for our school. All staff have a very good understanding of the social, economic and cultural context of the school. The school's vision, values and aims are developed with the whole school community and are reviewed annually. The school's vision and values consistently drive the school's improvement agenda.

We have successfully established a very inclusive ethos across the school based on values and young people's rights. We have developed a strong culture of collaborative working and collective learning. As a result, staff have ownership of the direction of change and high numbers of staff feel empowered to lead aspects of school improvement (34 leadership roles 23/24). We have successfully made improvements across a number of different priorities and have built leadership capacity at every level.

We have highly effective systematic approaches to continuous self- evaluation. This ensures that a range of strong evidence is gathered to inform priorities for improvement. This includes rigorous analysis of data at both faculty and school level, extensive use of pupil surveys and focus groups and an annual program of focused learning observations in faculties. Curricular leaders use data systematically to evaluate the impact of their work on outcomes for young people. Time is protected for them to meet weekly to share practice and support and challenge one another, an agreed annual calendar ensures this is focused. Curricular leaders have reviewed and are very positive about the impact of this collegiate time which is empowering them to lead change and improvement confidently across their faculties.

We are outward looking and proactive in seeking partnerships that support the school to improve. As a result, staff learn with and from other schools across and out with Scotland. We encourage sharing practice visits and have hosted groups from across the UK during 2023/24. Young people also work well in partnerships with pupils from other schools to support their work including a dedicated project with 3 schools encouraging pupil voice for the most disengaged. These shared improvement initiatives are resulting in positive change and improvement. Time is given for staff collaboration and professional learning during collegiate time.

We have highly effective processes for young people to contribute to lead school improvement. These include the 'Nation Assemblies', 'Senior Pupil Leadership Team' and a wide range of pupil voice groups. We review the composition of these groups to ensure they are representative of the diverse school

community. Young people are leading important changes within the school through their work on equalities and rights, and through the significant number of leadership and volunteering roles. This is contributing to a strong sense of empowerment and ownership of the school. Our Nation Captain teams create improvement plans to lead key initiatives driven by the needs of our pupil group.

The views of parents are regularly sought, and parents are actively involved in decision making. The Parent Council is an important forum for debate where diverse viewpoints can be voiced.

All our staff have a strong understanding that closing the poverty-related attainment gap is an important priority. The school's work around equalities, uniform and the cost of the school day demonstrates our commitment to wellbeing as key to raising attainment and achievement.

We use data well to identify the poverty-related attainment gap and identify individuals and groups who require additional support. We closely monitor the progress made by individuals affected by additional challenges such as poverty, care experience or caring responsibilities.

The Pupil Equity Fund (PEF) budget is used to employ a Pupil Support Officer (Attendance) and a Youth Worker. This is having a positive impact on attendance and attainment of young people. We work with a range of partners to self-evaluate and plan for improvement.

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

- Outcomes for learners in attainment and achievement continue to improve. (SQA & BGE results)
- Our vision and values evident in everything we do. (school branding, pupil feedback).
- Pupils refer to our V&V in their responses and in particular to 'we belong here'. (questionnaires and focus groups).
- Our staff know our context and the needs of young people well (walkthrough and tracking evidence).
- A high percentage of staff, young people and parents report that they feel involved in the leadership of change (questionnaires and focus groups).
- Young people report they feel supported, and their views listened to, respected and acted upon (questionnaires, focus groups, pupil voice model).
- Complaints from parents are very low. Requests for service are dealt with quickly and satisfactorily. (Review at SLT each week, feedback from parents).
- A wide range of staff and young people volunteer for leadership roles in our school nurturing their creativity and innovation. (leadership roles, academies, pupil leadership team, heroes).
- Protected time allows staff to work collegiately, and this is evidenced in leadership roles feedback, working group progress.
- A significant number of staff have completed or are working in programs such as accredited Into Headship, Middle Leadership and Masters programs. This leads to increased expertise in the school.
- VIBE course is increasing the confidence and levels of expertise in our middle leadership group.
- Coaching model is prevalent across the school with all senior and middle leaders well trained (VIBE, ES Middle Leadership course, Spotlight conversations, CEC coaching training).

- Young people are well trained in leadership and increase their skills from S1-6. Our pupil leaders are confident, resilient and effect real change in the school. (Captains, leadership groups, feedback from visitors).
- In-house CPL program is based on staff needs (annual pledges, questionnaires, charter confidence) and improves the expertise of our staff year on year (walkthrough evidence, teacher charter results).
- Staff and young people feel included in the decision making of the school (survey feedback, staff voice group).
- Pupil voice is evident in all that we do. Young people feel included and engaged with the school (questionnaires, nation council feedback, improvement groups).
- Our school community respond well to change. This means we can best meet the needs of the young people in our school right now. (Feedback to consultations).

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

- Embed leadership at all levels across the school community by providing opportunities, scaffolding and support as well as looking outwards through our Learning Partnerships.
- Further enhance the pupil voice model, improvement groups and Nation Councils to strengthen empowerment at all levels especially for those who feel they may be less engaged.
- Further enhance pupil leadership S1-S6 by providing opportunities, scaffolding and support.
- Strengthen the opportunities for staff to engage in critical enquiry including looking outwards for collegiate improvement.
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How you would evaluate this QI using the HGIOS 4
6

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

What have we done?

Learning and engagement

- We promote positive relationships between teachers and young people through for example Humanutopia input and Rights Respecting Schools.
- We ensure lessons provide opportunities to work independently, in pairs and in groups leading young people to be engaged and challenged. All staff have engaged with the Edinburgh Charter and focus their development needs to their evaluation of progress in the charter. Almost all staff report high levels of confidence in the 4 areas of the charter. Based on evaluative data from a range of sources we will be focusing on Leading Learning for 24/25. During 2023/4, all staff worked on Meeting Learners Needs/Differentiation.
- Most young people in the senior phase engage with extra support sessions in all faculties e.g. Lunch/After School/Easter study, E-Sgoil and SCHOLAR.

The Royal High School has a rigorous and robust system for seeking the views of our young people

- Walkthrough process evaluating L&T includes L&T pupil focus groups and pupils evaluating learning episodes.
- Young people can talk articulately about learning and progress through language and relationships developed throughout the curriculum. This is linked to our young people experiencing regular individual learner conversations. This is particular evident in the senior phase.

Families are empowered to support their child's learning

- Study skills evenings.
- Subject workshops.
- Targeted family learning events e.g. Autism, Care Experienced and BPOC events.
- Support on the website.

A clear commitment to children's rights and positive relations

- We are a Gold Rights Respecting School.
- All young people are given the opportunity to volunteer and act as role models
- Pupil leadership roles are offered such as Humanutopia Heroes and involvement in pupil improvement groups.

Very good opportunities outside of the classroom to support success within learning

- S1-2 creative academies and S3, S5 and S6 Wellbeing Academies
- Duke of Edinburgh Bronze, Silver & Gold.
- 300+ young people perform in school shows.

The RHS Opportunities Policy is in place to ensure equity of experience to ensure no child misses out on any learning or wider achievement opportunity.

Meaningful digital technology embedded to support learning and engagement

- All young people have an iPad through Edinburgh Empowered Learning project.
- All young people can access curriculum materials on-line and digital technology is used to elicit and activate learning.
- The accessibility functions on the iPads support learning for all.
- We have an agreed methodology for on-line learning, The Royal Hybrid Way.

Quality of teaching

- We have reviewed and relaunched our Learning & Teaching policies Engage and Leaps & The Royal Hybrid Way to encourage a consistent approach.
- This ensures lessons are planned and well-structured and young people can expect a variety of teaching and learning strategies. There is a Learning 'contract' between staff and young people to promote this.
- Staff engage in CLPL through Edinburgh Learns, TEACH MEETs, conferences and more. We have a very good in-house CLPL programme informed by staff self-evaluation and PRD which is very well attended. Top Tip Tuesday' features weekly sharing practice.
- Many staff have a good engagement with educational research and time is given during in-service and CATs to promote this.

Effective Use of Assessment

- Our assessment drives effective future planning.
- Young people can clearly communicate their next steps of learning.
- Faculties use the RHS moderation cycle.
- CEC provides support for moderation which is attended by all subjects.
- QUAMSOs trained across school and lead sessions in faculties on the moderation cycle.

Planning, Tracking & Monitoring

- The school has a very effective tracking system through EDICT.
- Each family receives three reports a year and one parental consultation.
- At risk young people are identified and interventions planned. Global interventions are provided based on clear evidence of trends in tracking.
- All staff are aware of protective characteristics or barriers to learning and plan accordingly.
- There is very good tracking of wider achievements and interventions in place for those who are not engaging in any opportunities. Our equity policy ensures finance is not a barrier to participation.

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

The climate for learning is very positive and highly inclusive. Relationships between young people and staff are mutually respectful and nurturing. We are committed to respecting the rights of young people and have achieved national recognition with the Rights Respecting School Gold Award.

Staff work very well together to share practice and expertise to improve learning, teaching and assessment. Professional development is very well supported by regular opportunities to learn

together. Our learning and teaching policy, 'Engage and Leaps' has been very well received by staff and young people.

In almost all lessons, teachers' explanations and instructions are very clear, and young people understand the purpose of their learning. In most lessons young people are also clear about what successful learning looks like, particularly in the senior phase. This enables them to reflect on their learning, identify their strengths and next steps in learning and take more responsibility for their own progress.

The creative use of digital technology has significantly enhanced learning in school and at home. All staff and young people are now highly adept in the use of empowering digital applications and websites. The use of TEAMS and other websites is embedded in all teaching practice across the school. The school has achieved the Digital Schools Award, the Cyber Resilience Award, the Digital Schools European Award and is now an Apple Distinguished School. We continue to extend the use of technology to enhance creativity, collaboration and communication. We were evaluated positively during the CEC Digital Review March 2024.

Staff know young people as learners very well. Teachers work in close partnership with young people to plan learning to meet their needs, particularly for those young people who require additional support in their learning.

Staff use a variety of assessment strategies and evidence to monitor the progress of young people. Teachers make improved use of a wider range of formative as well as summative assessment strategies to monitor progress and adjust their planning to meet needs. Young people have good opportunities to take part in a range of peer and self-assessment activities, both in school and at home.

Teachers monitor the progress of individual learners during each lesson, including young people who require additional support, and intervene appropriately. Faculty heads' tracking and monitoring data is collated centrally to provide middle and senior leaders with a strategic overview of the progress of individuals and groups of young people. Targeted interventions at whole school, faculty and classroom level are put in place to support young people. This includes young people at risk of underachieving as well as those who would benefit from greater challenge.

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

Learning and engagement

Positive outcomes in achievement and attainment (BGE/SQA tracking).

Young people feedback positively about their relationships with teachers and experiences in class (questionnaires, focus groups).

Walkthrough program evaluating L&T gives positive feedback and evidence of strong learning and teaching.

Young people have regular discussions about their learning and can talk about what they are working towards and how to achieve it. (Observations, pupil's feedback).

We have engaged with a positive Digital Learning Review with Edinburgh Council officers. (Mar 24)

A high percentage of parents are positive about their child's experience in learning (questionnaires).

The school has been awarded the Digital Schools Award, Cyber Resilience Award, Digital Schools European Award and has been recognised as an Apple Distinguished School.

Digital learning supports attainment and achievement and removes barriers. (Feedback on learning from parents and pupils, tracking of vulnerable groups, very positive results in ASN groups).

The Royal Hybrid Way ensures a consistent approach to learning on-line. This is still used for those who cannot attend in class. (Positive feedback from staff and parents about on-line learning).

Evaluation partnership with West Calder HS(West Lothian) and Levenmouth (Fife) which enables robust outward looking.

Families are engaged in supporting their child and feel empowered to do this (questionnaires, focus groups, feedback from requests for service, feedback from sessions). This is helping our young people to achieve their goals as well as reducing concerning behaviours such as internet safety.

Our young people are committed to their school community and lead at all levels – improvement groups, volunteering, Humanutopia Heroes and S6 buddying supports others to be successful. (Feedback questionnaires, focus groups, tracking vulnerable young people).

Academies and wider opportunities are increasing skills development and wellbeing. (HWB questionnaire tracking and feedback, skills tracking).

Our tracking tells us that The RHS Opportunities Policy is ensuring all young people can access all our activities both in and out of school. This means they all benefit from the skills development these offer.

Quality of teaching

Learning is effective in our classrooms (walkthrough, questionnaires, focus groups, tracking, positive referrals and SEEMIS behaviour referrals tracking).

Staff have reflected and evaluated on the 4 different aspects of the CEC Teacher Charter. We now focus on the areas as a learning community on which we feel most challenged (Inclusion, Differentiation, 2024/5-Leading Learning).

Engagement with research, CLPL and sharing practice means our staff are confident in learning and teaching and know how young people learn best. (Positive feedback pupils and parents).

Effective Use of Assessment

Moderation is robust and we are confident in our judgements (analysis of tracking, concordance at estimate/SQA result).

Strong assessment leads to robust planning for young people's learning (feedback from pupils, able to articulate and action next steps, tracking).

At Risk interventions are leading to positive progress in all at risk groups (tracking, SQA results, attendance).

Planning, Tracking & Monitoring

Robust tracking means staff, young people and parents all know where they are in learning and what they need to do to be successful. (planning meeting feedback, pupil voice groups, sampling).

Those who need additional support are identified and interventions planned (At Risk tracking, planning meetings).

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

- Embed values linked to Gold award for Rights Respecting Schools.
- Enhance engagement with Engage & Leaps
- Look outwards to enhance creativity with digital technology
- Further enhance our in-house CLPL offers

How you would evaluate this QI using the HGIOS 4

5

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

What have we done?

Wellbeing

Wellbeing is embedded in everything we do. All staff are clear of their responsibilities to ensure the wellbeing of all and relationships across the school community are very positive and supportive.

We work closely with families to provide the right support and have opportunities for families to learn together. We have a program of global and targeted events across the year including on-line, in person and hybrid to ensure equity of access. There has been an additional targeted parental engagement for parents and carers of young people with ASD on Friday afternoons.

A wide range of learning experiences are used to promote positive relationships and wellbeing. These include work in our outdoor classroom and excursions across the curriculum.

We offer a very wide range of extra-curricular clubs and our equity policy means finance is not a barrier to participation. We promote equitable financial decisions to make this happen.

Our very good tracking system (EDICT) enables all staff to easily access the information they need to know about every young person. We track and monitor engagement for and especially for those with protective characteristics.

We target those with attendance below 90% to improve. Attainment and attendance conferences are held to target support. An attendance team led by a PSO was established in 2022 and is showing positive results. Our school is now rating green on the CEC statistics with improvements in those less than 85%.

Over 35% of staff are trained in mental Health First Aid. We run a wellbeing program through Humanutopia in all year groups. We have a CEC full time school counsellor, and a volunteer counsellor for one day a week. We have two LIAM (Low incident anxiety management) trained Pupil Support Officer (PSO) roles. We deliver a global program to S1 through a HWB block delivered by PE staff. This is focussed on physical and mental wellbeing and resilience for life. We deliver a 6-week diversity programme to S2 delivered by our racial equalities staff here. We deliver an equality and Gender Based Violence programme in PSE to S1-S3. The WBH has introduced a new targeted course, Live Life to the Full, to support young people with self-regulation.

We have a very good primary transition in place

- Very effective Transition Teacher.
- Positive Start Programme which offers vulnerable and anxious learners an opportunity to experience High School early.
- Subject inputs to all P7.
- Rotating Transition HWB sessions with feeder primaries throughout P7.
- Cluster 'getting to know' events for social integration.

- Positive Parenting courses across the Learning Community

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 any factors which hinder learning are identified and addressed.

- Learning support staff and partner agencies provide valuable support and advice to staff and individual learners and contribute towards meeting learning needs.
- Focussed nurture group in place in BGE and for targeted young people in the senior phase.
- Nurture resources are provided in every classroom.
- Literacy and equipment boxes are in all rooms.

We understand, value and celebrate diversity and challenge discrimination.

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.

- Learners feel listened to and are secure in their ability to discuss and explore diversity and multi-faith issues, and to challenge racism and religious intolerance.
- We engage parents from all ethnic and cultural groups to work together to create safe spaces for engagement.
- Work to establish the extent to which diversity is 'normalised' and embedded in the curriculum. Staff have been trained to support this and we have engaged with the SQA on diversity issues.
- Staff engage with learning around gender, sexuality, race, religion, and disabilities.

Young people take responsibility for leading their own and others' learning around gender stereotypes and inequality.

We provide a curriculum which supports pathways for all young people.

Achievement and attainment are tracked and celebrated.

Two learning hubs are in place to support those with ASN.

Wellbeing and Enhanced support provision are in place to meeting learners needs including ASD, anxious and SEBN learners.

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

Staff across the school are passionate about wellbeing, equalities and inclusion. The school vision is lived and promoted successfully in all aspects of school life. All staff and young people feel very well included in the life and the work of the school. They respect one another and value each other's differences.

Staff and young people have a shared understanding of wellbeing grounded in children's rights and nurture principles. Staff have a deep understanding of the principles of 'Getting it right for every child'. This leads to positive experiences for young people.

Senior leaders, in partnership with young people, review the school's wellbeing strategy termly. A range of self-evaluation approaches help inform the development of approaches to wellbeing. These include views from the pupil led Nation Councils and wellbeing surveys across all year groups.

Staff and young people are working together on definitions of what it means for staff and pupils' to be 'Ready, Respectful and Safe.' Young people feel that their views are respected and that they play a key role in affecting positive change in their school community.

We have implemented a highly effective mental health strategy. As a result, young people have an increased understanding of their own feelings, trigger points and how to self-regulate in challenging situations. The school has been involved in launching a new mental health app for young people called WYSA, which is now being rolled out across the authority and nationally. Partnership working with Light Up Learning means an additional 15 young people in S3 and S4 are receiving one-to-one weekly mentoring. Turn your Life Around (TYLA) have been involved in staff training in addition to targeted and universal work with young people across the school.

All staff have a very clear knowledge and understanding of statutory duties relating to wellbeing, equality and inclusion. They demonstrate a clear desire and commitment to get it right for every child through their consistent and effective use of a range of strategies to support all young people. As a result, young people feel valued and well supported by all staff.

Staff take positive and proactive steps to ensure factors such as the learning environment, family circumstances, health needs and social and emotional factors are promptly identified and addressed effectively.

We have developed very clear and effective systems and processes to support all young people to settle well in school. These processes, based soundly on the presumption of mainstreaming, recognise the need for additional support as required. Information is shared appropriately with staff to enable them to consider a variety of 'Pathway 1' strategies to support individual young people. A range of partners support a staged model of intervention, to 'Pathway 4' effectively. These include, for example, a transition teacher, youth worker and school counsellor, as well as enhanced provisions. Together with a successful focus on attendance, this is helping more young people, including those impacted by poverty, feel included in the school, attend well and succeed in learning.

We have a self-service breakfast club which supports young people to maintain attendance at school, feel included and be better ready to learn. We have introduced free toast at break to support young people unable to access the breakfast club. The wellbeing hub also provides opportunities for a soft start to the school day for those who may require this. This daily check-in helps a few young people to self-regulate, feel safe and plan effectively for the day ahead.

Staff fulfil their corporate parenting duties well. This includes ensuring that they are alert to matters which may affect care-experienced young people and appropriately considering them for a coordinated support plan. All young carers are supported well to complete a young carers statement. We adapt our planning to meet the needs of our young people. A dedicated member of staff supports our care experienced young people and ensures we all fulfil the 'Promise'.

Digital technology is used to adapt to learning needs and allows young people who require additional support to attain well. We also use universally available supports such as nurture and equipment boxes in classroom. This helps young people access support independently.

Promoting equality and diversity and tackling any form of discrimination is at the core of our wellbeing strategy. Our young people are supported very well to recognise and value difference and challenge discrimination. They are empowered to speak out when they feel that something is not right. They are very aware of, and talk knowledgeably about, issues relating to fairness and equalities. Staff and young people worked together on a discriminatory incident flow chart which results in staff acknowledging unwanted behaviours. The MVP programme has been embedded, with senior pupils being trained to deliver and empower all students to be effective by-standers and agents of change.

Equality and diversity are promoted and celebrated well. Young people, along with staff, effectively lead and support a wide range of groups and activities that focus on different protected characteristics. Groups currently centre around gender, race, religion, sexual orientation and disability.

We have reflected on our own conscious and unconscious biases to help us explore and discuss racial equality. Our previous work with Intercultural Youth Scotland has empowered the school community to continue to take forward the school's journey to write an anti-racist curriculum for the school, with staff trained to support victims and perpetrators of acts of discrimination. This helps staff improve learning experiences for young people across all aspects of the lived curriculum. This also results in an environment where the evidence of young people's views is all encompassing.

Staff consider and embed opportunities to exemplify aspects of equalities effectively through the curriculum. This includes, for example, amending texts in English, discussing issues in history or adapting scenario type questions in maths to reflect better the diverse community of The Royal High School.

The disability awareness group is raising awareness that not all disabilities are visible. Young people worked alongside staff to attain the LGBT+ Bronze award. Through RME and other activities, young people are encouraged and enabled to consider different religions and cultures. This increases their knowledge and awareness of different cultures and beliefs.

We work to ensure everyone feels they belong in our school community.

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

Wellbeing

Young people report they feel safe and are respected.

Effective strategies in place which are improving attainment and achievement for young people facing challenges such as those from our most deprived areas, young carers, those who are looked after and those with additional support needs. (Tracking, BGE/SQA results).

Pupil led Equalities groups cover all aspects of protective characteristics, race, religion, gender and sexual orientation and disability. Young people feeling safe and respected (focus groups, bullying stats and questionnaires).

Previous partnership with IYS, combined with work with our in-house racial equalities staff here 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 (racial and bullying tracking, feedback from BAME group).

LGBT Bronze status.

Families feel well supported to help their child succeed (questionnaires, child planning feedback).

Positive parenting courses well attended - 19 parent/carers attended. 100% of attendees reported they found the course useful.

Tracking of engagement supports those at risk of missing out to take part. (EDICT Tracking).

A focus on those at risk of missing out is improving their outcomes. (Tracking, BGE/SQA results).

Attendance is positive (93% average).

Attendance PSO beginning to improve those <95% (attendance tracking) – on average by 7%.

Attendance of PEF young people improving – average attendance increase by 3%, closing the disparity with average attendance by the same amount.

Mental health resilience improving (wellbeing questionnaire).

Young people report feeling very well supported by the school (wellbeing questions in pupil feedback).

Positive transition with successful wellbeing, planning in place for those that need it (young people report feeling well supported and happy in S1).

Positive feedback from 15 young people involved in targeted workshops with TYLA, 15 young people being mentored through Light Up Learning and those supported through the Be Well Programme.

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

Statutory provision ensures all young people are well looked after in our school (planning feedback, review of incidents, tracking paperwork).

Inclusion and Equality

Young people with barriers to learning progress and achieve (tracking, planning meeting feedback, SQA/BGE results).

Resources in classrooms make it easier for young people to remain and regulate themselves (tracking of class timeout, hub admissions).

Young people feel well supported to do their best and report they are treated with respect and justly (questionnaires, focus groups, HWB feedback, bullying tracking).

BPOC families feel included and supported (family sessions, feedback from mosque, equalities group). Diverse curriculum is beginning to be in place in all areas (feedback from young people, equalities group).

Equalities groups are proactive and feel respected and empowered (assemblies, form time, group feedback, more young people coming forward with issues, bullying tracking).

Appropriate curricular pathways are leading to wider options and increased success for all (BGE and SQA results for those at risk positive).

Planning is in place from S1-6 to close the poverty gap (tracking, SQA/BGE results, positive destinations).

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

- Enhance our Wellbeing Hub and Enhanced Support provision.
- Further enhance our promotion of inclusion and adapted curriculum and learning.
- Further develop our Mental Health strategy
- Achieve Gold standard in the Carnegie Centre of Excellence for Mental Health in Schools award scheme.
- Further enhance our accessible curriculum pathways.
- Embed the promotion of equalities including reviving our LGBT group and working towards Gold Charter status.
- Further embed our attendance policy.
- Review arrangements for Nurture and Wellbeing.
- Enhance the implementation and on-going evaluation of approaches to support equity of access for those all.
- Further develop opportunities for the 'hard to reach' young people to contribute to school improvement.

How you would evaluate this QI using the HGios 4

6

Q1 3.2 Raising Attainment and Achievement Attainment in Literacy and Numeracy, Attainment over Time, Overall Quality of Learners' Achievement, Equity for All Learners - *Including progress made on Stretch Aims*

What have we done?

Stretch Aims: SA (Leavers)

1 @ Level 5 or better			
	Q1	Q5	Gap
Actual	90%	97%	-7%
SA	90%	100%	-10%
3 @ Level 5 or better			
	Q1	Q6	Gap
Actual	50%	92%	-42%
SA	66%	100%	-34%
1 @ Level 6 or better			
	Q1	Q6	Gap
Actual	50%	91%	-32.17%
SA	50%	95%	-45%

Attainment in Literacy and Numeracy

We plan to improve Literacy and Numeracy levels across all young people by the end of S6.

- We have a transition program to support those with low levels of literacy and numeracy and this feeds into intervention groups in S1-3.
- We have dedicated staff sessions on Literacy and Numeracy to create a shared understanding.
- Intervention strategies across S1-6 for our young people whose levels of literacy and numeracy are poor.
- S1/2 have a literacy or numeracy period each week

Attainment over time

In all measures we are in line or above our VC and this is across a 5-year pattern.

Subjects at all levels are performing well and showing progressive patterns of attainment over time.

We use global and targeted interventions to ensure subjects continue to improve and INSIGHT data to evaluate where this is required.

- All staff have attended CLPL on differentiation, SEBN needs and ASD strategies for success
- All staff make use of digital learning to remove barriers to learning
- Study support sessions are available across the school both during term time and over Easter
- Adaptative curriculum pathways are very well supported particularly through our IST team and Wellbeing Hub

Overall quality of learners' achievement

There is an ethos of high achievement and achievement across our school.

Our tracking scheme is embedded across S1-6 and ensures all young people know exactly what they are currently working towards, currently working at and what strategies they need to employ to ensure success.

Wider achievement is an area of strength, with young people 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.

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. We have actively engaged with the Careers Standard for Education. This alongside work with SDS, My World of Work and Unifrog 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. Events have included careers events and workshops, in class workshops across all subjects, 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 young people. We continue to expand the DYW program and our focusing on developing employer-school partnerships across a range of curricular areas in a bid to 'bring the curriculum to life'. We have expanded our designated career hub area where any young person 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.

Equity for all learners

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.

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

We provide a curriculum which supports pathways for all young people.

We have procedures in place to ensure all our opportunities are accessible to all. This includes planning our events to be free or low cost as well as providing financial support where it is required. We track participation to ensure this is successful.

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

Staff remained highly focussed on achieving strong outcomes for young people at all levels. The school has a strong and supportive parent forum who are ambitious for young people. Almost all school systems and processes have been planned to support and raise attainment. Attainment and achievement outcomes are strong, particularly by S6.

There is a strong focus on high expectations and rigour in tracking progress and attainment across P7 to S3. This is supporting strong outcomes for young people.

Teachers visit classes in P7 in the year before transition. Information on progress from across the curriculum is recorded and transferred to S1 in a transition on-line jotter. Staff in the cluster plan and support a smooth and well-planned transition. This ensures that young people build on their prior learning well and that there is continuity of learning. For some learners, interventions are already in place for them on arrival at The Royal High.

Teachers have regular BGE moderation meetings. Teachers undertake regular CLPL in relation to moderation and this supports effective judgement of levels.

Participation in activities, including clubs and sports out with the school, is tracked by our staff. This is supporting young people to develop skills which support the broader curriculum. Young people gain confidence, improve relationships and develop their communication skills through taking part in these activities. Staff review participation on an ongoing basis and young people with no known activities are followed up with support from guidance staff.

There is evidence of positive outcomes for almost all young people working with specific partners. Priority is given to young people living in SIMD deciles one and two. A few young people participated in outdoor programmes and a few also achieved the John Muir Award through the Forest School. As a result, attendance is maintained for this group, timekeeping is improved and young people are better able to manage their time in school.

Our staff are acutely aware of the social, cultural and economic context of the school community. They use this knowledge very well to adapt classroom practice to meet the needs of all young people. This includes those who face additional challenges, such as young carers, care experienced young people or those with additional support needs.

We have a strong understanding of equity across the school community. We worked with young people, staff, parents and partners to produce a 'cost of the school day' policy. This is removing financial barriers so that young people are able to participate fully in curricular and wider curricular opportunities.

All staff track the progress of all young people who have barriers to their learning. Staff ensure appropriate interventions are in place and that these lead to improved outcomes for these learners. Almost all young people who require additional support achieve in line or above the virtual comparator in terms of attainment. Almost all progress to a positive destination on leaving school.

Specialist support staff funded through the PEF support young people where disadvantage is a barrier to achieving and attaining their potential. These young people benefit from targeted individual and group activities, which is improving their attendance and engagement in learning. This helps them be included and engaged in lessons.

A range of employers support the school well by providing development opportunities for S5 school leavers. Services offered to learners include digital safety courses, CV writing support and mock interviews. These opportunities are effective in preparing learners for the workplace and are supporting positive outcomes for all.

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

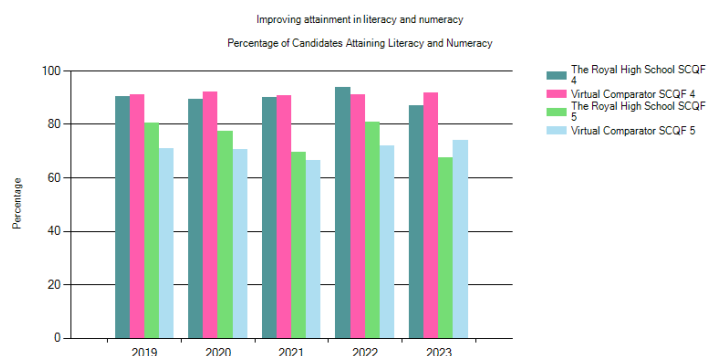
BGE Tracking

Literacy S3 June 2024			
	2023	2024	
L3+	98.10%	99%	+0.9%
L4+	89%	90%	+1%
Numeracy June S3			
	2023	2024	
L3+	95.20%	100%	+4.8%
L4+	85%	91%	+6%

Note Virtual Comparator = VC in statistics

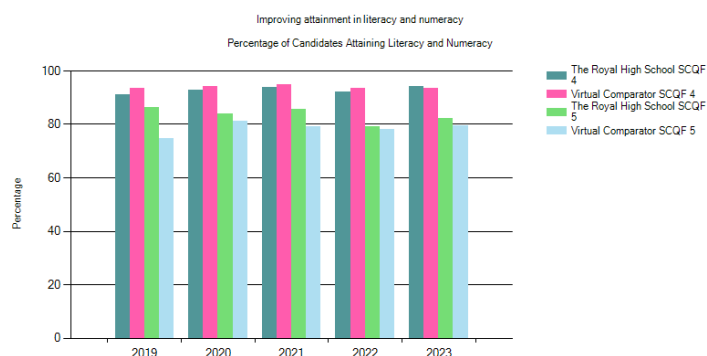
Literacy and Numeracy

Performance of S4 candidates in Literacy and Numeracy based on S4 cohort numbers



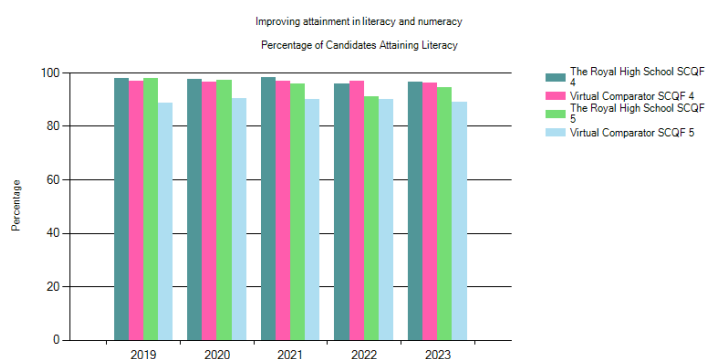
- 2023 S4 Level 4 in Literacy and Numeracy is at **87%** which decreased from the 2022 statistic of **94%**. The Royal High School's Level Literacy and Numeracy combines statistic is 5% below the Virtual Comparator.
- 2023 S4 Level 5 in Literacy and Numeracy is at **68%** which decreased from the 2022 statistic of **81%**. The Royal High School's Level Literacy and Numeracy combines statistic is 6% below the Virtual Comparator.

Performance of S5 candidates in Literacy and Numeracy based on S4 cohort numbers



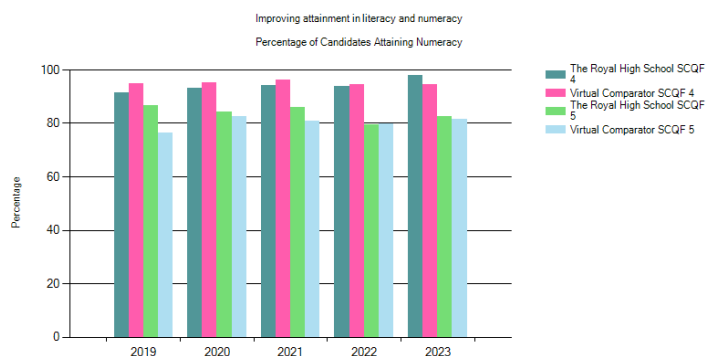
- 2023 S5 Level 4 in Literacy and Numeracy stands at **94%** and S5 Level 5 in Literacy and Numeracy stands at **82%**.
- The Level 4 statistic is 1% above the VC and the Level 5 statistic is 2% above the VC.

Performance of S4 candidates attaining Level 4 and Level 5 Literacy



- 2023 S4 Level 4 in Literacy is at **96%** which remains the same as 2022.
- The 2023 S4 Level 5 in Literacy stands at **95%** which is an increase of 4% from 2022.
- Both Levels outperform the VC.

Performance of S4 candidates attaining Level 4 and Level 5 Numeracy

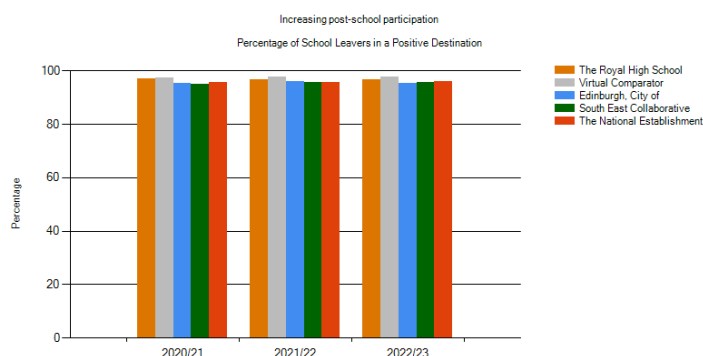


- 2023 S4 Level 4 in Numeracy stands at **98%** which improves from last year's statistic of **94%**.
- The 2023 S4 Level 5 in Numeracy stands at **83%** up from **80%** in 2022.
- Both Levels outperform the VC.

Positive Destinations

Percentage of The Royal High School's pupils moving into a positive destination

(2023 February statistic)



The Royal High School's positive destinations statistic stands at **97%** for February 2023. This means 7 pupils (Leavers) did not achieve a positive destination on leaving the school.

Breadth & Depth

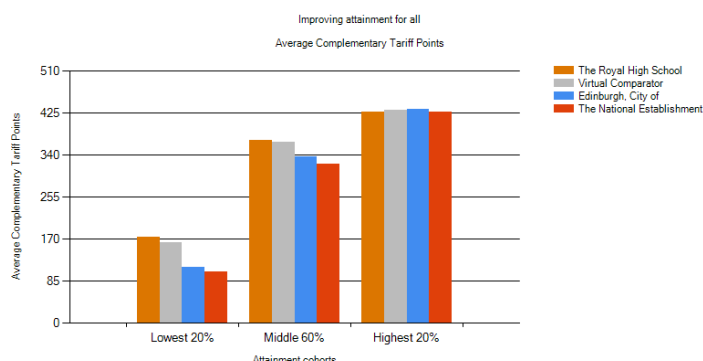
Awards	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
1 or more	99.57%	99.57%	99.57%	98.70%	94.78%	84.35%	44.78%
2 or more	98.70%	98.70%	98.70%	97.83%	91.74%	82.17%	28.70%
3 or more	98.70%	98.70%	98.70%	97.83%	90.87%	75.65%	13.48%
4 or more	98.26%	98.26%	98.26%	96.52%	87.39%	68.70%	0.87%
5 or more	96.09%	96.09%	96.09%	93.48%	82.61%	61.74%	0.00%
6 or more	92.61%	92.61%	92.61%	88.70%	77.39%	42.17%	0.00%
7 or more	86.09%	86.09%	86.09%	83.91%	70.00%	18.26%	0.00%

When the **230 S4-S6 Leavers** left in June 2023:

- **221** pupils left with 5 National 3 qualifications = **96%**
- **215** pupils left with 5 National 4 qualifications = **93%**
- **190** pupils left with 5 National 5 qualifications = **82%**
- **142** pupils left with 5 National 6 (Higher) qualifications = **61%**

Improving attainment for all

S4 average complementary tariff points (best 5 awards) based on S4 cohort numbers



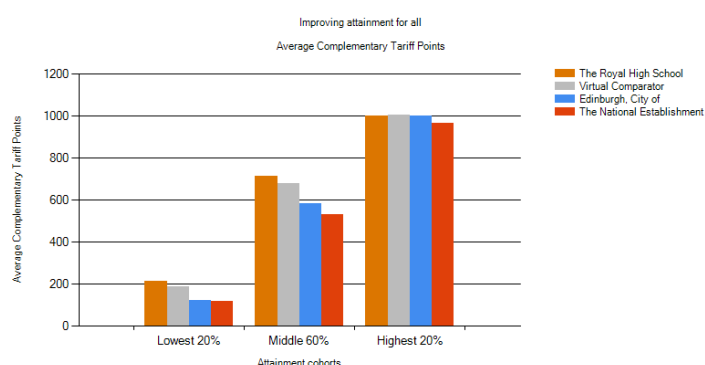
The **S4** graph shows that in the lowest 20% and middle 60% attainment measurements, The Royal High School outperforms or is in line with (top 20%) the VC, City of Edinburgh, and the National Establishment attainment.

In the highest 20% of attainment measurement, the school is outperformed by 3 points (VC), 5 points (CEC), and outperforms by 1 point (NE). This means we are broadly in line.

Note: 1 C Grade at National 5 has 64 tariff score points.

The average complementary tariff points score for the S4 middle 60% is 370, which means that on average pupils in this measurement are achieving 5 National 5 Bs. In the highest 20%, the average complementary tariff score is 427 which means that on average pupils in this measurement are achieving mainly 5 National 5 As (5 A's = 511 tariff points, 4 A's and 1 B = 410 tariff points).

S5 average complementary tariff points based on S4 cohort numbers



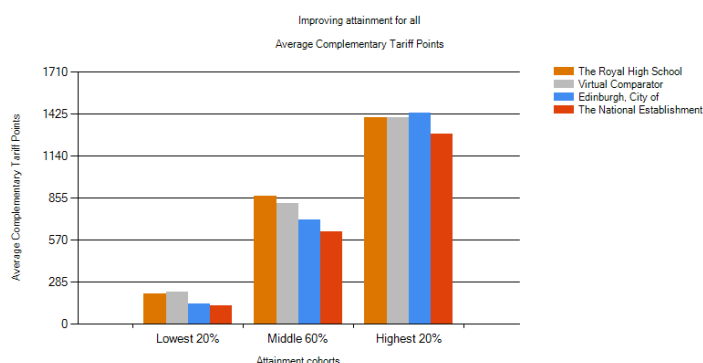
The **S5** average complementary tariff points graph continues to compare S5 pupils 5 best National Qualifications (although we are using cohort numbers from S4). The above graph shows that in all 3 measures, the lowest 20%, the middle 60%, and highest 20% attainment measures The Royal High School outperforms or in line (top 20%) the VC, City of Edinburgh, and the National Establishment results.

The difference between the average complementary tariff points of The Royal High School's middle 60% (715) and our Virtual Comparator's middle 60% (680) is 35.

Note: An A at Higher is the equivalent of 204 tariff points, a C at Higher is the equivalent of 160 tariff points.

The Royal High School's middle 60% average complementary tariff points of 715 means that on average pupils in this measurement are achieving approximately 4 Highers at B grade and that The Royal High School's highest 20% average complementary tariff points of 1002 pupils are achieving 5 Highers at A grade.

S6 average complementary tariff points based on S4 cohort numbers

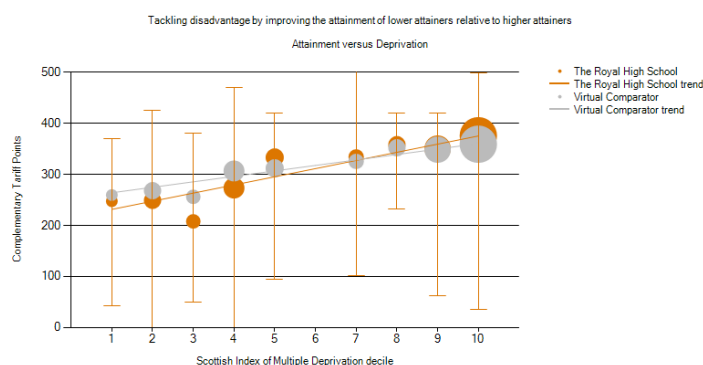


The **S6** average complementary tariff points graph shows that in all 3 measures, the lowest 20%, the middle 60%, and highest 20% attainment measures The Royal High outperforms or is in line (top 20%) the VC, City of Edinburgh, and the National results.

In the middle 60% of S6 pupils, the average complementary tariff points are 867 compared to the VC of 820, and the National Establishment measurement of 704.

Note: A C at Advanced Higher is the equivalent of 400 tariff points, an A at Higher is the equivalent of 204 tariff points.

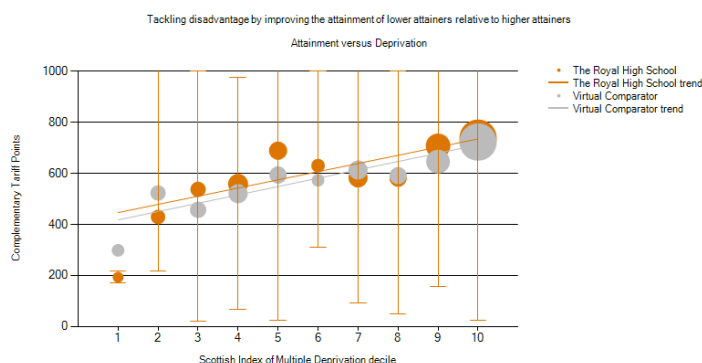
S4 candidates based on S4 cohort numbers



The above S4 graph compares The Royal High School's (**orange**) complementary tariff points to the Virtual Comparator tariff points (**grey**). The Royal High Schools attainment gap of pupils in **SIMD 1 (247)** to that of **SIMD 10 (375)** is a gap of **128**. The VC attainment gap between SIMD 1 to 10 is **100**. The gradient of the lines show that The Royal High School is closing the attainment gap.

In SIMD 5,6,7,8,9, and 10, The Royal High School outperforms the VC averages in those specific metrics, with SIMD 1 (7 pupils) 2(12 pupils), 3 (7 pupils) and 4 (25 pupils) measuring below the VC averages.

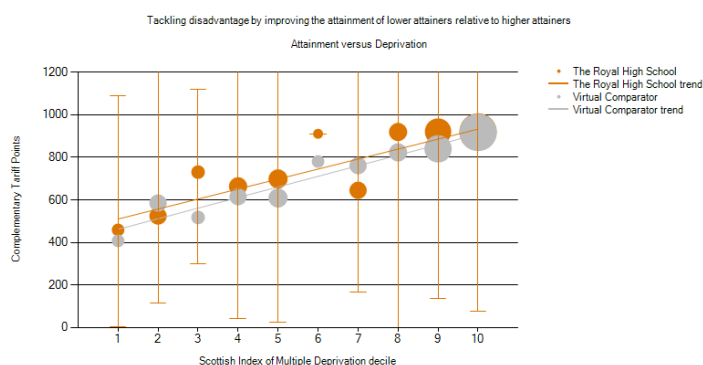
S5 candidates based on S4 cohort numbers



The Royal High School's complementary tariff attainment gap in S5 pupils in **SIMD 1 (193)** to that of **SIMD 10 (737)** is a gap of **544** which can be compared to the VC gap between SIMD 1 to 10 of **423**. The gradient of the lines show that The Royal High School is slightly closing the attainment gap.

In SIMD 2,3,4,5,6,9 and 10 The Royal High School outperforms the VC averages in those specific metrics, with SIMD 1 (2 pupils), 2(6) and 7(16) below the VC average.

S6 candidates based on S4 cohort numbers



The attainment gap of S6 The Royal High School's pupils in **SIMD 1 (459)** to that of **SIMD 10 (919)** at The Royal High Schools is a gap of **460** compared to the VC gap between SIMD 1 to 10 of **509**. The gradient of the lines show that The Royal High School is slightly closing the attainment gap.

In SIMD 1, 3, 4, 5, 6, 8, 9 and 10 The Royal High School outperforms (10 in line) the VC averages in those specific metrics, with SIMD 2 (11 pupils) and SIMD 7(11 pupils) below the VC average.

What are we going to do now? What are your next improvement priorities in this area?	
<ul style="list-style-type: none"> • Enhance curricular pathways further • Further embed approaches to positive interventions to ensure success for all. • Embed our approaches to ensure all young people achieve 1 level 5 at S4 and 1 level 6 by end of S5. • Embed metacognition skills project • Further promote Leadership for Equity • Further enhance the tracking and monitoring of all but particularly pupil equity funding 	
How you would evaluate this QI using the HGIOS 4	5

Q1 2.2 Curriculum: Theme 2 Learning Pathways
What have we done?
<p>We provide a curriculum for all which embodies our motto We Belong.</p> <p>Young people are supported to be successful through appropriate and varied courses and aspirational presentations.</p> <p>Our tracking and course planning ensures young people build on their prior learning.</p> <p>Outdoor learning activities are planned across S1-6 and embedded as a key part of our curriculum.</p> <p>We have an outdoor learning entitlement expectation for all.</p> <p>Personalisation and choice are built into our curriculum through choice in subject, choice in learning & choice in outcome.</p> <p>We promote and develop skills which are valued by our young people.</p>
How well are we doing? What's working well for your learners?
<p>Learning pathways reflect the school vision which underpins the curriculum rationale. Young people progress through carefully considered and aspirational pathways suited to their needs. We have an increasing range of flexible learning pathways.</p> <p>Staff use information from primary to secondary transition well to ensure continuity of learning. This enables learners to progress through the curriculum at an appropriate pace. Young people value opportunities to specialise within the curriculum areas from S2 while still experiencing their full entitlement to a BGE. Most young people in the BGE undertake learning at fourth CfE level which provides challenge for more able learners. This prepares them well for more advanced course work in the senior phase.</p> <p>Senior leaders ensure learners receive all their entitlements across all stages of the curriculum. Young people's views, needs and interests are considered in the effective delivery of 1 + 2 modern languages in the BGE. Young people receive their entitlement to high quality physical education (PE). A majority of learners in S5 and S6 choose to continue with a PE experience through the popular 'academies' option in the senior phase. Young people receive their entitlement to religious and moral education (RME) from S1 to S4. Learners in S5 and S6 receive this through planned inputs.</p> <p>Teachers use a range of evidence to reflect, review and continually refresh the senior phase curriculum offer. A few learners are supported to undertake courses bespoke to their pathway, for example, SCQF Level 6 courses in S4 or the Scottish baccalaureate.</p>

Senior leaders structure the curriculum well which results in a wide range of achievement opportunities. Young people value the elective courses from S2-S6 'academies' which allow them to personalise their learning, develop skills and maintain a breadth of curricular study.

Young people benefit from additional opportunities through the extended curriculum by participating in a rich range of clubs, outdoor learning experiences and volunteering experiences.

We use a range of well-considered whole school and subject specific partners, including Skills Development Scotland (SDS). SDS staff share and explain effectively labour market information (LMI) with all learners. This helps young people to make informed decisions on course choices and possible future career plans. Staff are proactive in seeking out a diverse range of partners who significantly enhance the curriculum. They plan appropriate curriculum pathways using up to date and local LMI. Partners evaluate the curriculum informally.

Young people develop skills through a range of activities in lessons and through subject specific and whole school meaningful interdisciplinary learning contexts. SDS staff support this further with the development of career management skills. The Career Education Standard 3-18 is embedded well in all parts of the curriculum. In all curriculum areas, staff link skills development and subject teaching to the world of work. This includes producing informative notice boards in corridors. These provide learners with important insights into possible future careers.

The school college partnership (SCP) is well established. This results in young people being offered a wide range of choices in different subject areas. Vocational pathways are offered in S4 to S6 and are delivered at the local college in a wide variety of career pathways. College vocational programmes are promoted carefully, ensuring parity of esteem to other choices offered to learners. Young people benefit from meetings of the 16+ team which provide opportunities for planning, evaluation and overcoming challenges. This team works well with school staff to co-ordinate appropriate pathways for young people. This includes supporting a few learners to undertake Foundation Apprenticeships successfully.

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

- Positive attainment and achievement at all levels. (BGE and SQA tracking).
- Positive and successful destinations for all young people. (97%, analysis of quality).
- Wide and varied pathways across our subject areas including NPAs and partnership courses. (High satisfaction rates at course choice).
- Young people tell us they are well supported with our pathways through the curriculum. (Questionnaires, focus groups, leaver questionnaires).

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

Further enhance our varied course options with more in-house options and in conjunction with our wider partners.

How you would evaluate this QI using the HGIOS 4

5

QI 2.7 Partnerships: Theme 3 Impact on learners (parental engagement only)**What have we done?**

Clear communications including 3 reports and a parent's night for each year group, a weekly bulletin, website, on-line calendar and active twitter feed. This is all shared through our parent portal app to ensure ease of access.

Parents fully involved in school improvement and decision making through parent council focus groups and questionnaires. An active Parent Council is in place which is hybrid to allow all parents to attend.

Family engagement events both global and targeted for example Coursing information, 'How to Pass...' evenings as well as events targeted as families on lower income, those with ASD learners and BPOC families. These are a mix of TEAMS webinars and in-person. Webinars are recorded and shared through our website.

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

Parents in Royal High School are very supportive and involved with the school. They are enthusiastic supporters of their child's learning and wellbeing. Staff consult regularly with parents through the parent forum and other opportunities.

We involve parents and carers meaningfully in creating priorities for improving the school. Most parents appreciate the regular communication and consultation on, for example, important changes to the curriculum and wider life of the school. Most parents welcome the regular feedback on their child's progress.

Parents feel encouraged to take part in the work of the active Parent Council, which represents a range of views. Learners' experiences have improved as a result of input from the Parent Council who support school improvement priorities.

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

- High numbers of parents attending parent's nights and events
- Good communication with targeted families and positive relationships
- School improvement linked to the needs of our community
- Positive feedback through questionnaires
- Low number of requests for service or complaints

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

Continue to expand opportunities for parental engagement particularly at groups we identify as needing particular targeted support

How you would evaluate this QI using the HGIOS 4

5

Evaluation of PEF Plan

What have we done?

Who – Using SEEMIS data to identify targeted intervention for those S1- S3 PEF pupils whose attendance is sitting between 80-95%.

What – PSO attendance will work with families and pupils to support improved attendance. PSO attendance will link with PSO HWB and youth worker to support engagement at school. School will link with EP to provide targeted family engagement sessions to support issues around non-attendance.

When – Monthly monitoring. Termly family engagement event

How – Identify pupils, engage with PSO, prioritise support from PSO HWB and youth worker to support HWB. Targeted family events for those whose attendance is not improving, to further support families. Continue with universal monthly updates for all families.

Impact at the end of year one

Overall school attendance – 91.73%

PEF attendance – 86.21%

Disparity reduced from 7.91% to 5.52%

Attainment – all PEF pupils in S4 have achieved a numeracy and literacy award

21 out of 22 achieved N5 literacy

15 out of 22 achieved N5 numeracy

Summary of Evaluations Against Key Indicators

	Quality Indicator	School Evaluation
1.3	Leadership of Change	6
2.3	Learning, Teaching and Assessment	5
3.1	Ensuring Wellbeing, Equity and Inclusion	6
3.2	Raising Attainment and Achievement	5