THE ROYAL HIGH SCHOOL
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Improvement Planning 2025/6

Improving Learning & Teaching
Raising Attainment
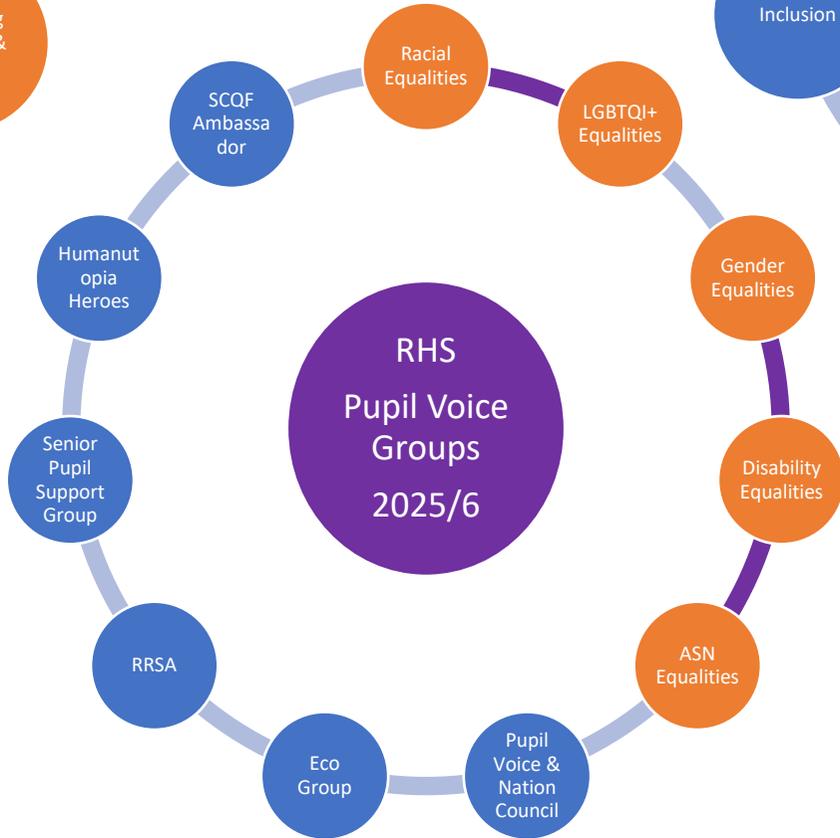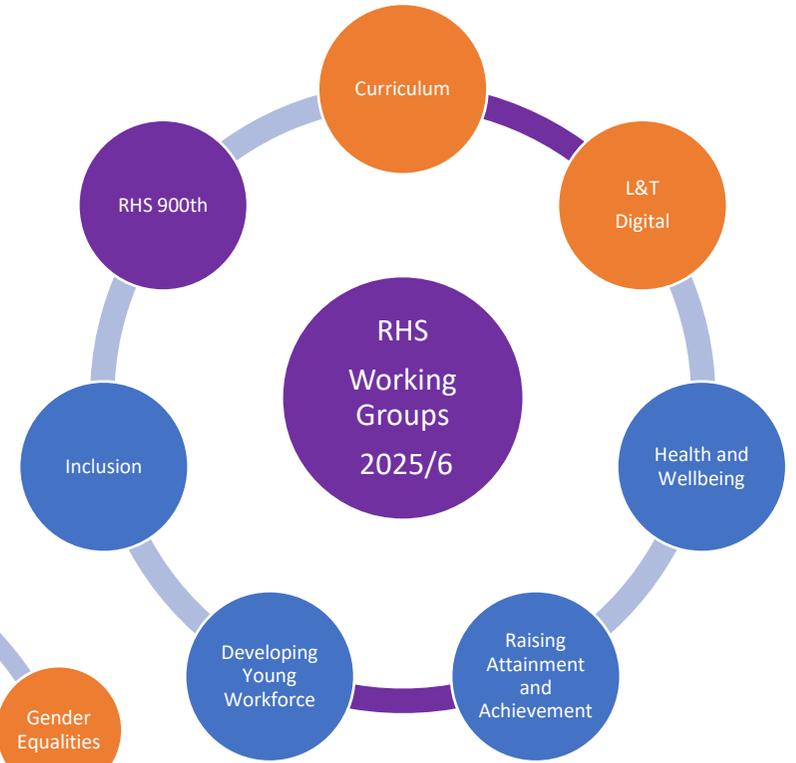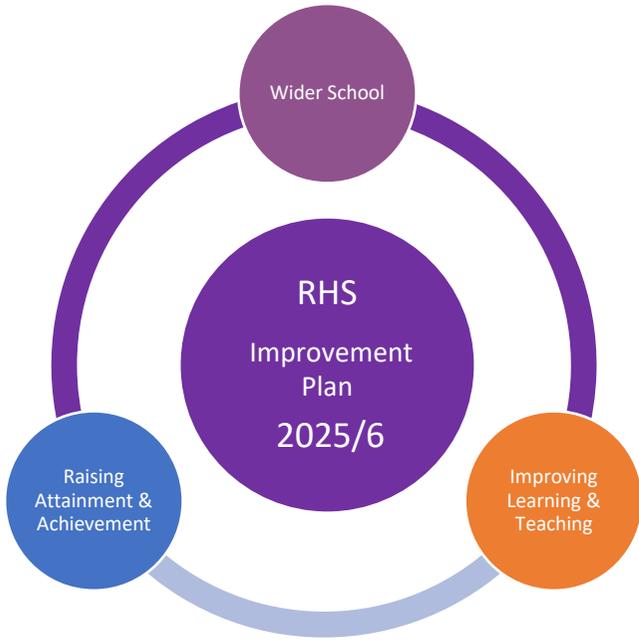**Wider School**

The Royal
High School

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We Belong Here

RHS Improvement Plan 2025/6
- Wider School
- Raising Attainment & Achievement
- Improving Learning & Teaching

RHS Working Groups 2025/6
- Curriculum
- L&T Digital
- Health and Wellbeing
- Raising Attainment and Achievement
- Developing Young Workforce
- Inclusion
- RHS 900th

RHS Pupil Voice Groups 2025/6
- Racial Equalities
- LGBTQI+ Equalities
- Gender Equalities
- Disability Equalities
- ASN Equalities
- Pupil Voice & Nation Council
- Eco Group
- RRSA
- Senior Pupil Support Group
- Humanutopia Heroes
- SCQF Ambassador

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.

In 2025/2026 session we plan to improve in the following areas:

Improving Learning & Teaching	Raising Attainment & Achievement	Wider School
• Continue to improve learning & teaching including digital learning and continue to enhance the use of AI in education • Continue to improve our Inclusion strategy	• Continue to improve attainment & achievement for all • Continue to develop our Curriculum pathways • Review the S1-S2 BGE curriculum offer • Embed opportunities for Developing the Young Workforce and Meta Skills in learning • Improve attendance for all • Embed literacy and numeracy strategy • Continue to promote equity and equalities for all • Introdution of Class Charts	• Drive the RHS 900th celebrations • Continue to embed sustainability across the curriculum

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Theme 1: Improve Learning & Teaching

Continue to improve learning & teaching including digital learning and continue to enhance the use of AI in education

- Continue to improve Learning & Teaching in line with Edinburgh Teachers Charter (Leading Learning focus)
- Continue to embed digital learning and empowerment project
- Research, use professional enquiry and share practice for AI projects across the school

- **SLT Lead - M Hughes, Staff L&T group, Staff Digital Leads**

VG learning & teaching in place across the school. Evidence of evaluation is robust - Validated Inspection Report. Walkthrough. Pupils report positively in L&T focus groups and in pupil quaire on L&T quaire (90% + +ve)

Staff are well supported - all staff feel they have access to CLPL in house and CEC/nationally to support development.

VG digital learning and teaching in place across the school, Staff and young people are well supported in digital learning Validated Inspection Report. Positive. Pupils report positively in L&T focus groups and in pupil quaire

Continue to improve our Inclusion strategy

- New tracking in place to identify those at risk and 'at risk' interventions across the school with support from Attainement DO
- Curriculum pathways reviewed to ensure they are relevant for all
- Continue to review differentiation and adapted curriculum and ensure this is embedded
- Share practice in IST e.g. case conferences, input at CLPL

- **SLT Lead - L Whale, IST Team**

Young people are well supported and ready to learn – all young people report being able to access all areas of the curriculum

Strong learning pathways are in place for those who need additional support

100% positive dests for ASN pupils

Inclusion and nurture are embedded in all classes, reduction in Timeout, Duty Head and referrals due to unmet needs

Stretch targets are met for identified groups

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Theme 2: Raising Attainment and Achievement

Continue to improve attainment & achievement for all

- Track attainment and achievement at all levels and Identify those vulnerable to underachievement
- Intervention strategies to be in place for 'at risk'
- Track wider acheivement
- Promote positive referalls through 'We Belong Here' certificates across all faculties
- Introduction of Class Charts to improve tracking and positive referrals.
- **SLT Lead - M Hughes/L Whale(at risk)/J Menzies (PEF, equity)**
- **Staff L&T group, Pupils - Nation Council**

Stretch aims achieved & continue to improve on attainment
CFE 100% level 3, 85% level 4
Lit & Num and into leavers Lit and Num 100% L4, 85% L5.
S4 – 1 @ L5, 5@L4
S5 – 1 @ L6
S6 – 3@ L6

Continue to develop our Curriculum pathways

- Review and develop pathways at all levels
- Review and evaluate alternative pathways through college, consortia and trio
- Work with CEC to fully embed aligned curriculum
- Continue to review and develop NW Digital Consortia
- Create digital pathways for all faculties
- **SLT Lead - Jen Menzies**
- **Staff - DYW group, Pupils - Nation council**

Curriculum for All – audit curriculum participation with S4-6 (stretch aims 5@4, 1 L5)

Digital Consortia – options continue to improve across NW, 100% satisfaction for S6 AH cohort

Review the S1-S2 BGE Curriculum

- Curricular review of S1-S2 curriculum offer
- Introduce personalisation and choice in S2
- Introduce IDL opportunities

- **SLT Lead Jen Menzies**
- **Pupils- Nation Council**

S1/S2 – audit curriculum, audit staffing and course uptake from S3

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Embed opportunities for Developing the Young Workforce and Meta Skills in learning

- Provide a framework of opportunities for all young people to support careers development and bring the curriculum to life
- Continue to develop a meta skills framework linked to key skills for work
- Develop links across all faculties to DYW opportunities

- **SLT Lead - Nic Casey, Staff DYW group, SDS, DYW Co-ordinatior, Pupils Nation Council**

Opportunities are wide and varied for young people to explore career options – participation tracked with all pupils accessing core provision through SDS, MWW and at least one optional.
Pupils satisfied with range of opps on offer in pupils Quaire (+5%) and **supports all learners to a destination of their choice.** Increases in pos dests by 2%

Improve attendance for all

- Continue to Improve attendance tracking
- Implement new strategies for BGE attendance support
- Strategies in place to support young people with low attendance
- Introduce Class Charts to help improve latecoming

- **SLT Lead - L Whale, Staff attendance team, pupils equalities groups**

Young people are supported to attend school successfully – school attendance to return to 95%. All YP <95% tracked and a package in place to improve their attendance by at least 5%

Embed literacy and numeracy strategy

- Review literacy and numeracy startegy across the school
- Look outwards at best practice
- More support for staff in how can incorporate literacy and numeracy in planning and assessment. Plan inputs during the CAT and in-service programme

- **SLT Lead - Max Hughes, Nic Casey Staff L&T group**

Continue to promote equity and equalities for all

- Promote a nurturing inclusive approach to all aspects of school life
- Continue to develop procedures to ensure equity for all
- Continue to provide training for staff and pupils
- Encourage staff to engage in equity fo leadership course
- Departments to continue to review courses and curriculum
- Look at parity of esteem reagrding curriculum offer

- **SLT Lead - J Menzies, staff HWB group, pupil equity group**

Literacy and numeracy framework in place – all staff aware of the framework and using it within L&T, evidenced in walkthrough observations. Support in place for staff through bulletins and CLPL.

Tracking of young people is robust – whole school tracking in place through Maths and English with targets of 100% at L4 and

Everyone feels safe and respected - pupils reporting positively on feeling safe and happy in pupil quaire and focus groups (+5%).

+ve feedback from pupil equalities groups.

All young people can access the full breadth of our school experience – 100% participation in opps in and out of school. Improved well-being and attainment (tracking, quaires).

Opportunities are available for all - Participation tracking shows all pupils are accessing our opportunities

Drive the RHS 900th celebrations

- Continue to strrengthen We Belong Here in the school and through publicity
- 900th events organised

- **SLT Lead P walker, M Hughes, J Menzies**
- 900th Foundation Group

Strong school ethos- pupil reporting on feeling safe and happy in pupil questionnaire and focus groups (+5%)

900th Foundation Group engaging with school community

We all demonstrate "We Belong Here"- bullying and inequalities incidents reduce, young people report feeling safe (+10%)

Continue to embed sustainability across the curriculum

- Review approach across the school and look outwards at best practice
- Share practice where this is going well

- **SLT Lead - Nic Casey**
- **Staff Sustainablity lead, Eco Group**
- **Pupil Voice Group**

Sustainable education is embedded across the curriculum
100% BGE pupils have access to a meaningful sustainable education, senior phase pathways consider sustainable curriculum

Theme 1: Improving Learning and Teaching

Improvement Area:	Continue to improve learning & teaching including digital learning and continue to enhance the use of AI in education				
Focus	**Responsibility**	**Timeline**	**Resources**	**Barriers**	**Success Criteria**
Continue to improve Learning & Teaching in line with Edinburgh Teachers Charter (Leading Learning focus)	MH LMcD AC IST TEAM – Self Evaluation	August 2025-March 2026	Continue to embed Engage&Leaps include Accessible Toolkit Teacher coaching Programme with TOK 3 programmes – Illuminate, VIBE LA, VIBE Renewed CLPL In House Calendar (responsive to staff feedback on needs) SE focus Inclusion: Differentiation and Accessible Learning strategies. Teachers Charter. Include IST in the process this session. SE to link faculties together for better cross-curricular collaboration	Buy-in from teachers/CLs in honest evaluative reflection and focus for improvement. Time for SE (cover implications)	**VG learning & teaching in place across the school**. **Evidence of evaluation is robust** - walkthrough, VSE evidence positive. Pupils report positively (90% + +ve) **Staff are well supported** - all staff feel they have access to CLPL Participation tracking (95% positive) **VG digital learning and teaching in place across the school, Staff and young people are well supported in digital learning**

			Once termly meet with CLs to reflect on T&L during CL Wednesday Block 'How do we know?' Learning Festival Collab with Trio		walkthrough, VSE evidence positive. Pupils report positively in L&T focus groups and in pupil quaire on L&T quaire (90% + +ve) L&T Festival August 12th 2025. 400 teachers in attendance.
Continue to embed digital learning and empowered iPad project	MH HR KW SS	December 2025	Facilitate transition of equipment from primary -> secondary Digital Leaders to facilitate digital CLPL based on staff needs including use of Apple tools/pencils Embed Accessibility Tools further Continue with TTT	Time for staff to attend CLPL (lunchtime/afterschool sessions) Consistency in the use of digital as an embedded L&T tool	Continued High level of qualified Apple Teachers in school – ADS requirement for renewal 2027
Research, use professional enquiry and share practice for AI projects across the school	PW/MH	December 2025	Setup AI working group Link to national group Funds to attend conferences Share practice and support CLPL	Council policies not in place AI tools barred by CEC Buy in by staff and parents	

Improvement Area:	Continue to improve our Inclusion strategy				
Focus	**Responsibility**	**Timeline**	**Tasks & Resources**	**Barriers**	**Success Criteria**
New tracking in place to identify those at risk and 'at risk' interventions across the school	MH/JM/LW/CF	Ongoing	Pupil Tracking System

DO Tracking and Attainment

Key groups established: BGE PEF; CE; BGE 'at risk', Senior Phase 'at risk'.

Establish tracking and monitoring processes and data.

Increased tracking of "at-risk" groups by IST to identify pupils for early interventions. | Lack of engagement from families/young people.
Nature of targeted interventions might make families/young people feel targeted and reduce engagement. | **Young People are well supported and ready to learn**- all young people report being able to access all areas of the curriculum successfully. Strong learning pathways are in place for those who need additional support.

100% positive destination stats for ASN pupils. |

	JM	November 2025	Review new course take up vs completion Review as part of wider attainment tracking for those at risk Monitor impact of non-accredited courses	Pupil attendance Pupil buy-in to supports Staff culture for inclusion Nice to have opps vs attainment	Improved attainment - @5 measures above VC in all categories Inclusion and nurture are embedded in all classes- reduction in timeout, duty head and referrals Stretch targets set for identified groups
Curriculum pathways reviewed to ensure they are relevant for all					

Continue to review differentiation and adapted curriculum and ensure this is embedded	LW	December 2025	Link inclusion to 2025/26 walkthrough programme. Inclusion CLPL opps for all staff. CLPL on teaching to level 1 learners and how to engage learners with complex learning needs.	Staff culture Workload/SQA issues	

Share practice in IST e.g. case conferences, input at CPD	LW	September 2025	Share at CAT sessions and In-service as well as targeted CL meetings. August Inset, as well as case conferences at CL meetings.	Staff unconscious bias	ASN information to be shared with all staff on pupils with complex learning needs.

Theme 2: Raise Attainment and Achievement

Improvement Area:	Continue to improve attainment & achievement for all				
Focus	**Responsibility**	**Timeline**	**Tasks & Resources**	**Barriers**	**Success Criteria**
Track attainment and achievement at all levels and Identify those vulnerable to underachievement	MH/JM/DO Attainment/LW	Ongoing	Create 'AT RISK' tracking spreadsheets identifying those for targeted support following each round of tracking Key groups established: BGE PEF; CE; BGE 'at risk', Senior Phase 'at risk'. Establish tracking and monitoring processes and data	Administration of new system Monitoring and intervention resources	**Stretch aims achieved & continue to improve on attainment** CFE 100% level 3, 85% level 4 Lit & Num and into leavers Lit and Num 100% L4, 85% L5. S4 – 1 @ L5, 5@L4 S5 – 1 @ L6 S6 – 3@ L6
Intervention strategies to be in place for 'at risk'	LW	September 2025	Identify those at risk of missing out Make use of inclusion resources to support success Create alternative bespoke packages	Pupil attendance Pupil buy-in to supports Staff culture for inclusion	
Track Wider Achievement	JM/NC/Active Schools/HWB	September/October	Review of extra-curricular opportunities and membership by protected characteristics.	Entry of data by staff and pupils – new tool in development with PT will volunteer to trial	

| | | | Identify non-participants and establish barriers.

Increase participation in protected characteristic group | | |
|---|---|---|---|---|---|
| Promote positive referalls through 'We Belong Here' certificates across all faculties | JM AH | December 2025 | Continue to promote Positive referrals through the use of "We Belong Here Certificates" based on school values and faculty updates. | Buy in from faculties | |
| Introduction of Class Charts to support tracking of positive referrals and behaviour/attendance data. | LW and SLWG | September 2025 Launch | SLWG to be formed. Looking outwards to schools with class charts. Staff training during August ELT and September CAT. Class Carts Data to be reviewed regularly. | Buy in from faculties

Staff workload issues to be considered. | Class Charts to be introduced and **all staff** to be using this system by October holiday. |
| Development of new ASL Inclusion Team for RHS Learning Community. | LW | October 2025 | New ASL staff (Teacher, PSO and EAL) to be developed in the LC.

Needs analysis to take place by end of September 2025. Work to begin end of September 2025. | New staff being embedded in the school.

Space for new staff.

Sharing the capacity of staff between the LC. | Attainment, attendance and wellbeing of pupils referred to this service to be tracked throughout the session. |

Improvement Area:	Continue to develop our Curriculum pathways				
Focus	**Responsibility**	**Timeline**	**Tasks & Resources**	**Barriers**	**Success Criteria**
Review and develop pathways at all levels	JM P. Storie	November 2025	Meet with all CLs to review faculty pathways- aiming for excellence and equity in approach Look outwards at best practice locally and nationally Gather staff and pupil feedback on pathway provision Pathway Visuals and Information to go live on the school website. Aiming for a user-friendly system.	Staffing resource in each faculty may prevent certain pathways	**Curriculum for All –** audit curriculum participation with S4-6 (stretch aims 5@4, 1 L5) Collegiate curriculum in place across CEC **Digital Consortia –** options continue to improve across NW, 100% satisfaction for S6 AH cohort Trio work with QHS an CHS
Review and evaluate alternative pathways through college, consortia and trio	JM	December 2025	Review new course take up vs completion Review as part of wider attainment tracking for those at risk Monitor impact of non-accredited courses	Pupil attendance Pupil buy-in to supports Staff culture for inclusion Nice to have opps vs attainment	

Work with CEC to fully embed aligned curriculum	JM	December 2025	Work with colleagues across CEC to explore further opportunities with an aligned curriculum offer Continue to implement a collegiate approach to timetabling and explore further creative options for 2026/2027	Competing priorities and different visions in 23 schools Equity across schools	
Continue to review and develop NW Digital Consortia	JM	Dec 2025	Measure the impact of the consortia offer- use attainment data and feedback Develop the 'digitally enabled classroom' using owl technology Work with the digital team to provide professional learning opportunities Build staffing capacity to open up and spread the offer consistently across all schools in the NW	IT equipment allowing for the most effective hybrid delivery Staff confidence and competence in delivering on-line model	
Create digital pathways for all faculties	JM	Nov 2025	Upload digital pathways of all curriculum offers	Gathering data	

Improvement Area:	Review the S1-S2 BGE Curriculum				
Focus	**Responsibility**	**Timeline**	**Tasks & Resources**	**Barriers**	**Success Criteria**
Curricular review of S1-S2 curriculum offer	JM	Dec 2025	Meet with all CLs to review faculty pathways- aiming for excellence and equity in approach Look outwards at best practice locally and nationally Gather staff and pupil feedback on pathway provision Pathway Visuals and Information to go live on the school website. Aiming for a user-friendly system.	Staffing in faculties may be impacted by curriculum decisions	**Curriculum for All –** Targeted pathways in line with pupil aspirations
Introduce personalisation and choice in S2	JM	Dec 2025	Introduce personalisation and choice based around broad curricular areas	Potential inefficiencies with timetabling based upon personalisation offer	
Introduce IDL opportunities	JM	Dec 2025	CLs work together to map out IDL opportunities across S1/S2. Mapped out by terms in the year.	Grouping faculties for IDL	

Improvement Area:	Embed opportunities for Developing the Young Workforce and Meta Skills in learning				
Focus	**Responsibility**	**Timeline**	**Tasks & Resources**	**Barriers**	**Success Criteria**
Provide a framework of opportunities for all young people to support careers development and bring the curriculum to life	NC	April 2026	In line with the RHS DYW strategy, create a framework that allows for: Engagement Opportunities- One off input, My Future Friday, Careers Talks, Careers Events Collaborative Opportunities- Employability Academy. Work experience opportunities. Career Ready Influential Opportunities- Education and Employer partnerships that bring the curriculum to life	Influential Opportunities- linking employers and educators to plan inputs throughout the year	**Opportunities are wide and varied for young people to explore career options –** participation tracked with all pupils accessing core provision through SDS, MWW and at least one optional. Pupils satisfied with range of opps on offer in pupils Quaire (+5%) and **supports all learners to a destination of their choice.** Increases in pos dests by 2%
Continue to develop a meta skills framework linked to key skills for work	NC AH RE	April 2026	Continue to work on the Meta Skills framework that is relevant and reflective of the focus at RHS. S1-S3 – develop and monitor the skills profile using Unifrog	Keeping Skills front and centre amongst competing priorities	

Develop links across all faculties to DYW opportunities	NC KJ LW	April 2026	RHS/DYW/SDS to work in partnership to plan opportunities for faculties Develop the Targeted Operating Model (TOM) outlining the partnership plan for the year Work towards establishing an 'influential' partnership in each faculty	Creating the opportunities in each faculty to build strong education/employer partnerships	

Improvement Area:	Improve attendance for all

Focus	Responsibility	Timeline	Tasks & Resources	Barriers	Success Criteria
Improve attendance tracking	LW	December 2025	Link to PSO attendance Admin time for letters, texts and tracking Focus resource where will make most difference PSO to link more closely with nations and IST. Class Charts introduced to improve tracking.	Incorrect attendance in SEEMIS Lack of external resource to bolster support	**Young people are supported to attend school successfully** Strategies in place to support young people with attendance. School attendance to return to 95%. All YP <95% tracked and a package of support in place to improve their attendance
Implement new strategies for BGE attendance support	LW	December 2025	Create a new criteria for BGE attendance intervention Create a menu of interventions Track success	Incorrect attendance in SEEMIS Lack of external resource to bolster support	
Improve strategic approach to improving attendance.	LW	December 2025	Introduction of regular PSE lessons for attendance. Attendance Assemblies. Form Teachers Monthly Attendance Update.	Time to create resources. Staff training for Form Teachers.	

Improvement Area:	Embed literacy and numeracy strategy

Focus	Responsibility	Timeline	Tasks & Resources	Barriers	Success Criteria
Review literacy and numeracy strategy across the school	MH/NC AF RG Literacy Lead Numeracy Lead	October-December 2025	Develop framework for staff – share and implement by October – literacy Numeracy – June 2026	Staff confidence levels Time for incorporating into all subjects	**Literacy and numeracy framework in place** – all staff aware of the framework and using it within L&T, evidenced in walkthrough observations. Support in place for staff through bulletins and CLPL. **Tracking of young people is robust** – whole school tracking in place through Maths and English with targets of 100% at L4 and 98% at L5.
Look outwards at best practice	MH/NC Literacy Lead Numeracy Lead	January 2026	Sharing of good practice in January inset or CAT, workshops led by staff		
More support for staff in how can incorporate literacy and numeracy in planning and assessment. Plan inputs during the CAT and in-service programme	MH/NC Literacy Lead Numeracy Lead	January 2026	Look outwards – what schools do this well? Learning Festival – literacy leads to share strategies CLPL	Time to look outwards and share/implement strategies	

Improvement Area:	**Continue to promote equity and equalities for all**

Focus	Responsibility	Timeline	Tasks & Resources	Barriers	Success Criteria

Promote a nurturing inclusive approach to everything we do	LW	December 2025	Continue to provide support to staff on nurturing approach CLPL options around nurture. New Integrated Support Room with Nurture Support – PSO Inclusion. Support staff with most challenging classes to create a nurturing environment.	Staff culture Pupil buy-in to supports Funding to create nurture space	**Everyone feels safe and respected –** pupils reporting positively on feeling safe and happy in pupil quaire and focus groups (+5%). +ve feedback from pupil equalities groups. **All young people can access the full breadth of our school experience-** 100% participation in opps in and out of school. Improved well-being and attainment (tracking, q'aires).
Continue to develop procedures to ensure equity for all	NC/JM	August 2025	Promote and embed how parents/pupils access financial support Trip and Excursions monitoring Academies equity criteria established and maintained. Develop further – breakfast club, school trips and events, school uniform, after school clubs.	Staff culture Resistance to change Budget to support those who need financial support	**Opportunities are available for all-** Participation tracking shows all pupils are accessing our opportunities

Focus	Responsibility	Timeline	Tasks & Resources	Barriers	Success Criteria
Continue to provide training for staff and pupils	JM	Ongoing	Create a menu of CLPL options to support inclusion, equity and equality Key secondary school staff undertake the e-learning module on ESAS	Staff attending training Cost for high quality external CLPL Cover availability Workload for staff to implement	
Departments to continue to review courses and curriculum	JM	September 2025	Finalise curriculum map Identify faculty staff hero for racial equalities	Faculty engagement	

Theme 3: Wider School

Improvement Area:	Drive the RHS 900th celebrations				
Focus	**Responsibility**	**Timeline**	**Tasks & Resources**	**Barriers**	**Success Criteria**
Continue to strengthen We Belong Here in the school and through publicity	MH/JM	Ongoing	Assembly launch Admin Time for certificates Pupil voice input for focus Senior Pupil Leadership Team Improvement Plan	Lack of pupil buy in Staff not using systems	Strong school ethos-pupils reporting positively on feeling safe and happy n pupil quaire and focus groups (+5%). FP groups engaging with school community.
900th events organised	PW/MH 900th Pupil Group	Ongoing	Time to attend 900th meetings Admin support for charity launch	Requires buy in from external FP partners Time to run events	

			Bid for Edinburgh 900th funding	Lack of successful bids for funds	**All young people feel they have a voice and are listened to-** feedback positive in focus groups and Q'uaire. **We all demonstrate- "We Belong Here"-** bullying and inequalities incidents reduce, young people report feeling safe (+10%).

Improvement Area:	Continue to embed sustainability across the curriculum				
Focus	**Responsibility**	**Timeline**	**Tasks & Resources**	**Barriers**	**Success Criteria**
Review approach across the school and look outwards at best practice	NC	April 2026	Develop a clear Sustainability Strategy Continue to offer Duke of Edinburgh Award as part of academies offerings	Keeping sustainability front and centre of staff planning and consideration	**Sustainable education is embedded across the curriculum-** 100% BGE pupils have access to a meaningful sustainable education, senior phase pathways

			Building on our bank of outdoor learning resources unique to RHS, which teachers can easily access

Expanding our community litter picks

BGE pupils
Continuing to engage in our outdoor learning school trips

Contributing to 1.5 max global summit

Senior phase pupils

Adding outdoor learning space to cloister two with vegetable growing area | | consider sustainable curriculum. |
| Share practice where this is going well | NC | Dec 2025 | Share RHS practice as part of the Sustainability Community of Practice

Share success stories and updates with the RHS community | Creating opportunities to collaborate with other schools | |

			through weekly bulletins		