

# THE ROYAL HIGH SCHOOL

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Improvement Planning 2025/6

Improving Learning & Teaching  
Raising Attainment  
Wider School

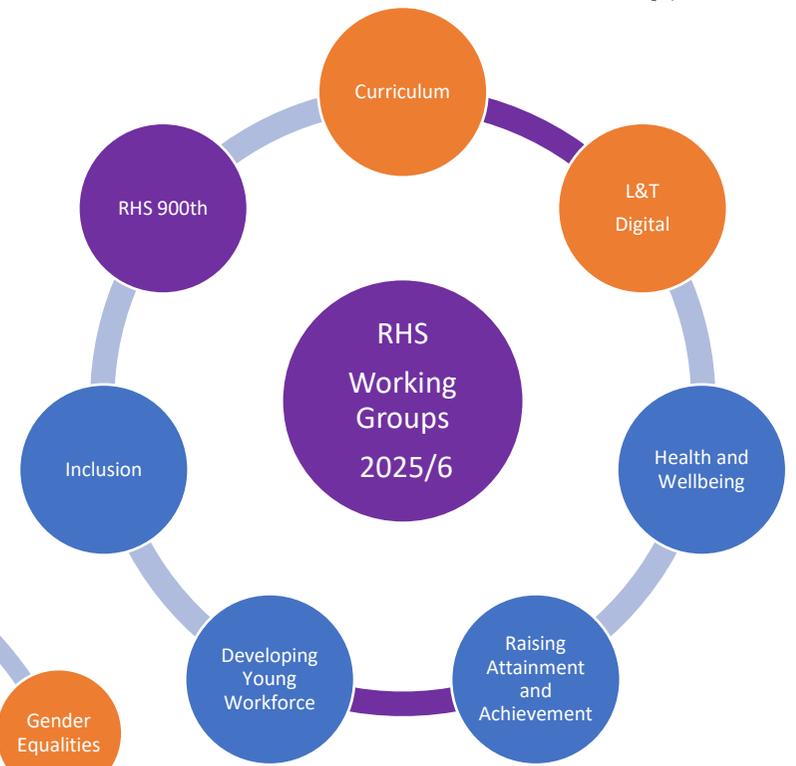
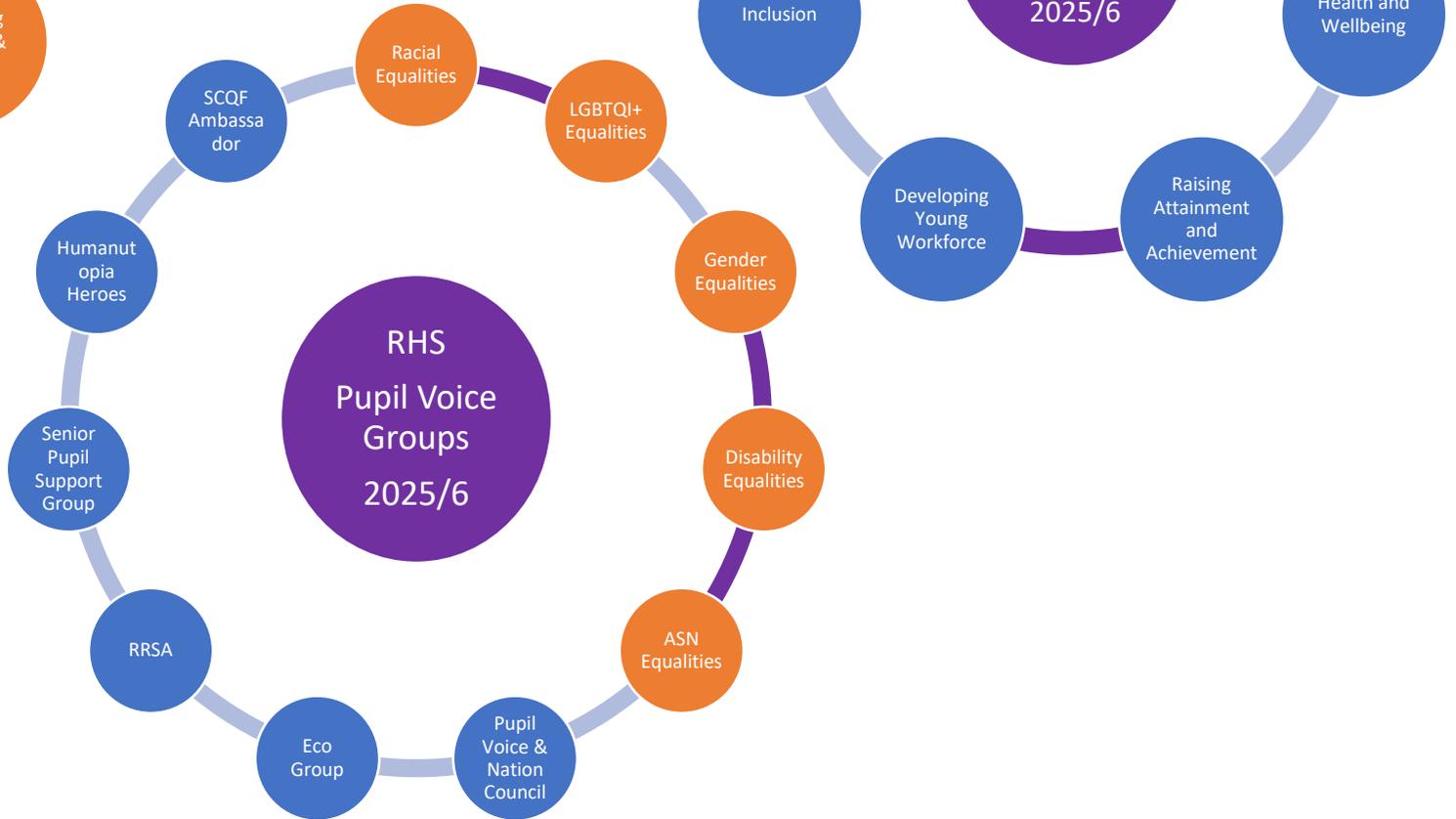
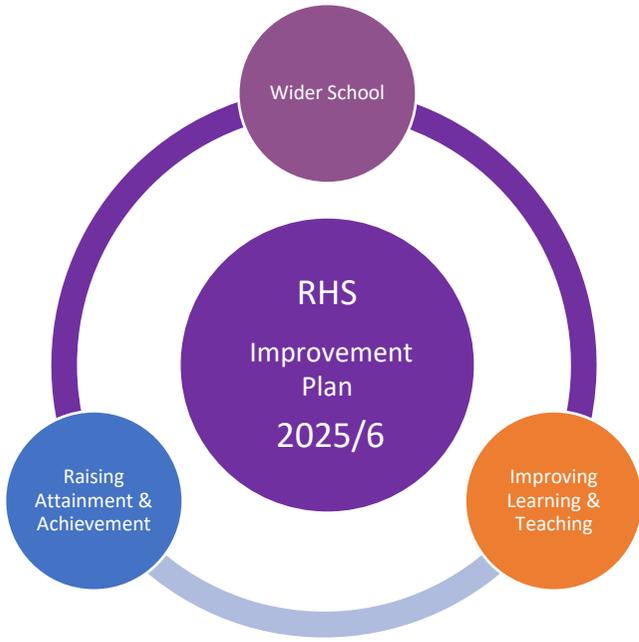


## The Royal High School



Est 1128

### We Belong Here





**The Royal High School Vision & 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**

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

**Raising Attainment & Achievement**

- 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
- Introduction of Class Charts

**Wider School**

- Drive the RHS 900th celebrations
- Continue to embed sustainability across the curriculum



## 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.

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 Attainment 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**

**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

**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



## 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 achievement
- Promote positive referrals 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



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-ordinator, 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 strategy 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 for leadership course
  - Departments to continue to review courses and curriculum
  - Look at parity of esteem regarding 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 strengthen 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%)**

**900<sup>th</sup> 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 Sustainability 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