

There is a shared understanding of well-being for all & children's rights. We have highlighted and provided parent/carer support around effective pupil learning and parent/carer support around children's emotional well-being through the Raising Teens with Confidence programme. Learners are regularly assessed for learning needs. Strategies and resources, including access to ICT, are put in place to address barriers to learning. Our suite of Health and Wellbeing courses remain popular with pupils and provide an essential input to pupil's H&WB in the senior phase where we now offer a period of core PE. Specialist support staff are deployed effectively and the school works with parents and many partner agencies to ensure learners' needs are met. Getting it Right for Every Child, a national framework designed to ensure the needs of all children are met, now informs all aspects of learner support.

**As a school we believe we are performing in this area at a Good level.**

#### B) Improvement Plan for session 2018/19 - What will we do next?

- Better capture and use of Pupil Voice
- Working towards Silver award of Rights Respecting Schools
- Development of school support Hub and participation in the Well-being academy programme.
- Developing the Mentors in Violence programme for S6 creating further leadership opportunities and building/reinforcing an inclusive and positive ethos.
- Update Level 2 equalities training for all staff inc approp training for invigilators and coaches.
- 'Fair for All' – to be reintroduced as a timetabled activity
- Update the school equalities policy

#### NIF Priority 4 – Improvement in employability skills and sustained, positive school leaver destinations for all young people

##### A) Standards and Quality 2017/18 - How did we do?

- Raising staff awareness and confidence in using My World of Work. (MWW)
- Appointed 8 MWW ambassadors in senior school
- Create alternative new pathways to meet needs of some pupils - work experience for some young people in S5, large update for SCP/academies/FAs
- Developing skills in digital literacy in S1/S2/S5 via whole school programmes.
- New partnership with local business partner to provide input and support in employability agenda Dentsu Aegis
- Engage in Education Scotland /CEC review of Career Education Standard / Work Placement Standard (CES/WPS)
- Two DYW Co-ordinators appointed
- Second round of parental 'Engage' events organised by parent council highlighting employability skills - by employers

We introduced new courses / pathways to provide a curriculum to further meet the needs of learners. We provided opportunities to enhance the curriculum and develop skills for learning, life & work to ensure an appropriate positive destination for all our young people.

Enhanced learning opportunities exist in the Junior Phase with pupils opting into a number of elective courses to enhance both the Expressive Arts and Technologies. Recent additions to the senior curriculum, such as Steps to Work, Personal Finance and Community Sports Leadership were further embedded. College courses and Career Ready continues to support some S5 and S6 pupils. We have introduced a rota to S5 pupils which looks at the Career Management Skills to ensure young people feel confident about their future plans and choices. Our parent body via our parent council provide immense support in career education through a series of programmes and supports including the innovative 'Engage' career education forums. Information from the 16+ data-hub re preferred routes and occupations is used to ensure these are targeted to the young people in S4-6 to meet the needs of learners.

**As a school we believe we are performing in this area at a Good level.**

#### B) Improvement Plan for session 2018/19 - What will we do next?

- Implement Programme of Parental volunteers to provide careers information.
- Share 16+ database information re preferred route/occupation with parents who organise Engage events in the hope these can be more strategic in planning what is being offered to young people
- Implementation of Youth Philanthropic Initiative (YPI) into junior and/or senior school with S2
- Mapping skills across the BGE in context of all subject areas and IDL link.
- DYW 16+ calendar of events to be shared with all staff
- Increase use of Careers Twitter account to promote opportunities identified on Marketplace
- Focus on increasing whole school registration with MWOW from current 56% of cohort
- Introduce new Careers Rota for all S5 pupils with a focus on implementing the career standards

#### Local Priority 5 - Additional Local School Priorities

- We are committed to improvement through self-evaluation and will extend Validated Self Evaluations (VSE) activities this session
- The staff are part of an active Professional Learning community. Good practice and staff development is shared through in-house CPD sessions as well as through a professional enquiry group and a very active Learning and Teaching group. This has informed and developed a range of improvement strategies and targeted support across the school. This will continue and develop in 18/19 to include a whole school focus on developing leadership at all levels from SLT to the pupil body.
- We are also committed to tackling bureaucracy and ensuring that both staff and pupils work is effective and efficient and focussed on what matters and makes a difference.
- The commissioning of an extension to our new school for opening in Aug 2020 is a major priority for the school.

**As a school we believe we are performing in this area at a Good level.**

**We hope you find this publication useful. The full Standards and Quality report for 2018 is available on our school website.**

# Standards and Quality Report 2017-18 & Improvement plan for 2018-19

Our vision:

*To ensure a confident, nurturing and inclusive learning community where all achieve their true potential and embrace life's challenges.*



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## Summary for Parents

All schools are required to write an annual Standards and Quality Report along with a School Improvement Plan for the coming year. This document reflects on progress made with priorities over the course of the previous session and makes evaluative comments on each area. It also sets out our priorities for development over the course of the next session.

The Improvement Plan cycle covers the 3year period 2016 – 2019. All of our improvements in this period lie within the Scottish Governments National Improvement Framework (NIF) and the 4 national priorities, namely:- **1.** Improvement in attainment, particularly in literacy and numeracy; **2.** Closing the attainment gap between the most and least disadvantaged children; **3.** Improvement in children and young people's health and wellbeing; **4.** Improvement in employability skills and sustained, positive school leaver destinations for all young people

Schools measure their success on a 6 point scale. This is also used by the Inspectorate (HMIE)

Level 6	Excellent	Outstanding or sector leading
Level 5	Very Good	Major strengths
Level 4	Good	Important strengths with areas for improvement
Level 3	Satisfactory	Strengths just outweigh weaknesses
Level 2	Weak	Important weaknesses
Level 1	Unsatisfactory	Major weaknesses

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

### A) [Standards and Quality 2017/18 - How did we do?](#)

- Use of Validated self evaluation in faculties to enhance teacher practice and pupil attainment.
- Use of ONE NOTE to record progress through new national benchmarks in numeracy
- Attainment across school is high inc. in literacy and numeracy. Nearly all pupils are attaining at an appropriate or better level

	S3	
	% Achieved (3 <sup>rd</sup> Secure or better)	
<b>Boroughmuir HS</b>	<b>2016/17</b>	<b>2017/18</b>
Numeracy	100.0%	99.5%
Listening and Talking	99.5%	100%
Reading	99.5%	100%
Writing	99.0%	100%

3rd Secure– expectation of pupil attainment by the end of S3.

## S4 – S6 - The Senior Phase - Key points from SQA

### National Qualification results 2018

	2015	2016	2017	2018	City
<b>By the end of S4</b>					
5@ Level 3+	95	96	94	<b>98</b>	82
5@ Level 4+	94	96	94	<b>98</b>	75
5@ Level 5+	75	80	80	<b>77</b>	41
<b>By the end of S5</b>					
1@ Level 6+	81	86	89	<b>90</b>	60
3@ Level 6+	66	67	74	<b>73</b>	41
5@ Level 6+	36	37	50	<b>52</b>	22
<b>By the end of S6</b>					
1@ Level 6+	84	88	93	<b>90</b>	66
3@ Level 6+	70	75	75	<b>80</b>	47
5@ Level 6+	59	60	64	<b>68</b>	35
1@ Level 7+	38	45	53	<b>52</b>	26

**Level 3: National 3 pass, Level 4: National 4 pass; Level 5: National 5 grades 1-6; Level 6: Higher at A-C; Level 7: Advanced Higher A-C**

Wider achievement also continued to be an area of strength with pupils gaining Health and well being awards as well as accreditation in personal finance. Vocational courses were available, delivered through school or in partnership with other providers such as JET (Jobs, Education & Training) and the Career Ready programme. Active learning methodologies are well embedded in classroom practice. Teachers and pupils regularly review their approaches to teaching and learning in a bid to improve the learners' experience. Extensive curricular and extra-curricular programmes, along with many opportunities for excursions out of school, provide a range of experiences to challenge and engage pupils, increasing confidence and broadening horizons. . Opportunities to perform, participate and compete in a wide range of activities, including sports, clubs and committees were many and varied.

**As a school we believe we are performing in this area at a Very Good level.**

### B) [Improvement Plan for session 2018/19 - What will we do next?](#)

- Whole school approach to use of benchmarks in numeracy to be extended to literacy and health and well-being
- Introduce new city EDICT tracking tool to better track and report on pupil progress
- Launch and embed our new Learning and teaching framework to highlight and promote best practice in L&T to pupils, parents and staff.

## NIF Priority 2 - Closing the attainment gap between the most and least disadvantaged children.

### A) [Standards and Quality 2017/18 - How did we do?](#)

- Appointed a Pupil Equity Fund (PEF) coordinator to track and monitor all pupils in SIMD 1- 3 (Scottish Index of Multiple Deprivation)
- An assertive mentoring programme for these pupils was developed and implemented
- We further developed staff awareness of the bottom 20% and SIMD pupils and have strategies in place to address under achievement.

Staff are using a wide range of performance information and strategies to reduce the attainment and achievement gap. The vast majority of learners are motivated and actively engaged in their learning. There is a very positive ethos and culture of high aspirations and expectation within the school which is prevalent across all SIMD deciles. The school has an excellent record of supporting pupils into positive destinations, including further and higher education. Learners are encouraged to demonstrate leadership at all levels and achievement is celebrated at every opportunity, through the bulletin, newsletters, the website, assemblies, notice boards, performances and at two awards ceremonies every year.

**As a school we believe we are performing in this area at a Very Good level.**

### B) [Improvement Plan for session 2018/19 - What will we do next?](#)

- Embed interventions through Broad General Education focusing on Literacy, Numeracy and Health and Wellbeing
- Develop family & home communication to support targeted group in SIMD 1-3 further
- Introduce Leadership development and experience for targeted pupils via the Outward Bound organisation.
- Increase support available to these pupils to increase participation in wider achievement activities across the school

## NIF Priority 3 – Improvement in children and young people's health and wellbeing.

### A) [Standards and Quality 2017/18 - How did we do?](#)

- Implemented new HWB and study programme in S5 including Mindfulness to support pupil HWB
- Core PE introduced into S5 as a result of parental requests to further support pupil HWB
- Rights Respecting Schools – Bronze Award achieved