



Boroughmuir  
High School

# Standards & Quality Report

August 2025

Respectful \* Inclusive \* Resilient

## Standards and Quality Report



### Boroughmuir High School Vision & Values

At Boroughmuir, the foundations of belonging are rooted in being supported to be **respectful, inclusive** and **resilient**

The vision of Boroughmuir High School **is** to ensure a confident, nurturing and inclusive learning community where all achieve their true potential and embrace life's challenges.

Boroughmuir High School is a vibrant, inclusive learning community situated in the Fountainbridge area of south-central Edinburgh. As a co-educational, non-denominational comprehensive school, we are committed to providing high-quality education for all pupils from S1 to S6. Established over a century ago, our school has a strong tradition of academic excellence, innovation, and continuous improvement. In February 2018, we moved into our state-of-the-art school building, designed to support modern learning and sustainability. This year we revisited and streamlined the values of the school, working with all key stake holders. The values of Respect, Inclusion and Resilience now sit at the heart of all our decision making as a school.

Our diverse and dynamic school community is drawn primarily from our three associated primary schools—Buckstone, South Morningside, and Bruntsfield. In session 2023/24, our pupil roll stands at 1,567, with a projected increase to 1,642 in session 2024/25, including an S1 intake of 300 pupils. Our dedicated staff team, comprising 109.52 FTE teachers, is led by a Senior Management Team that includes the Head Teacher, four Depute Head Teachers, the Business Manager and an elected Curriculum Leader representative.

At Boroughmuir, we strive to provide an enriching and equitable learning experience that empowers all learners to achieve their full potential. Aligned with the City of Edinburgh Council's vision of creating a fairer, greener, and healthier society, we are committed to fostering an inclusive environment that reduces poverty, promotes well-being, and supports sustainability. Our curriculum reflects these values, offering a broad general education (BGE) in S1-S3, leading to personalised pathways through National 4/5, Higher, and Advanced Higher qualifications. Senior pupils also benefit from opportunities at neighbouring schools and Edinburgh College, further enhancing their learning and career prospects. In addition, all young people are offered leadership opportunities as part of their curricular offering in S5, with additional whole school leaderships roles in S6.

As a school, we champion collaborative working, professional engagement, and reflective practice to drive continuous improvement. Through robust self-evaluation and evidence-based innovation, we ensure that our teaching and learning experiences remain dynamic and relevant. We actively support learners in developing employability skills, engaging with industry partners, and securing sustained positive destinations post-school.

Recognised twice as Scotland's State School of the Year by The Sunday Times (2012, 2018), Boroughmuir High School remains committed to excellence. Our priority is to raise attainment for all, close the poverty-related attainment gap, and empower pupils to lead their own learning in an environment that values equity, well-being, and sustainability. While we believe we are performing at a good level across all assessed quality indicators—and at a very good level in Attainment and Achievement—we are ambitious in our drive for continuous improvement. Our vision is to aspire to excellence in all measures, ensuring that every young person in our care is equipped with the knowledge, skills, and confidence to thrive in an ever-evolving world.

The school has achieved:

- Eco Schools Green Flag

We are in the process of applying for:

- Rights Respecting Schools
- Digital Schools Award

School				
<p>What have we done? (What work/action has been undertaken within the priorities from your improvement plan 24-25? eg professional learning, consultation with all stakeholders, implementation of planning, use of resources etc)</p>	<p>How well are you doing? What's working well for your learners? (Consider the full QI, self-evaluative statements against each theme)</p>	<p>How do you know? What evidence do you have of positive impact on learners? (What evidence do you have? Quantitative or qualitative data to support.)</p>	<p>What are you going to do now? What are your improvement priorities in this area? (Identify a few next steps linked directly to progress and impact for this area/priority)</p>	<p>How would you evaluate this QI using the HGIOS?4/HGIOELC? six-point scale?</p>
<p>QI 1.3 Leadership of change (Developing a shared vision, values and aims relevant to the school and its community; Strategic planning for continuous improvement; Implementing improvement and change)</p>				
Developing a shared vision, values and aims relevant to the school and its community				4
<p>Our senior team provide strong leadership which has enabled our school and wider community to develop, promote and sustain an aspirational vision which underpins our continuous improvement.</p> <p>We have developed our Vision &amp; Values as</p>	<p>Pupils, parents and staff are involved in the creation and on-going review of the vision, aims and values of the school.</p> <p>The vision of the school focuses on improving outcomes for all with its key focus on inclusion.</p>	<p>80% of staff and 90% of parents and carers agree that the school is well led and managed.</p> <p>92% of parents and carers are satisfied with the school.</p> <p>90% of parents and carers agree that their child likes being at school.</p> <p>73% of staff agree that the school's vision and values underpin their work.</p> <p>84% of staff and 93% of parents and carers agree that staff treat young</p>	<p>Embed our reinvigorated school values of respect, inclusion and resilience at the heart of our relationships and teaching and learning policy. Increase % of staff agreeing that the school's vision and values</p>	

a whole community, this session.	All staff are encouraged to be involved in the process of change and in evaluating the impact of improvements through the lens of our school vision and values. This is supported by planned individual and collective career-long professional learning.	<p>people fairly and with respect. 80% of pupils feel this.</p> <p>88% of staff argue that young people are encouraged to support and treat each other with respect. 82% of pupils agree with this.</p> <p>82% of staff argue that colleagues treat each other with respect.</p> <p>54% of staff agree that they are given the opportunity to share and learn from colleagues from other settings.</p>	underpins their work from 75% to 80%.	
Strategic planning for continuous improvement – Infrastructure				
<p>We have a leadership structure which enables staff to engage professional dialogue through their line managers, through the PRD process.</p> <p>Staff at all levels, with WS leadership responsibilities, contribute to our SLT meetings and CL representatives sit on the SLT group.</p>	<p>Staff are increasingly clear on the school's strengths and areas for development based on a range of evidence. All staff are involved in Insight analysis.</p> <p>All staff are encouraged to be involved in the process of change and in evaluating the impact of improvements. This is supported by planned individual and collective career-</p>	<p>There are nine transparent staff leadership roles with a clear remit and responsibilities</p> <ul style="list-style-type: none"> <li>• LfS</li> <li>• International exchange</li> <li>• Wider achievement</li> <li>• Student teacher regent</li> <li>• Literacy and Numeracy</li> <li>• Pupil Voice</li> <li>• Equalities</li> <li>• Pupil Intervention team /PEF</li> </ul> <p>78% of staff agreed that they had regular opportunities to take up leadership role.</p> <p>89% of staff agree they are supported to engage in professional learning.</p>	Continue to unleash leadership across the school through transparent and clear leadership roles. Increase the % of staff agreeing that they had regular opportunities to take up leadership roles from 78% to 80%.	



<p>This session, all staff, pupils and parents have engaged in an annual improvement exercise which allows them to feed into the school's improvement evaluation and planning.</p> <p>Leadership development continues to be embedded across the school and is supported through our in-house CPD program</p> <p>We have a developing Pupil Voice model. There is an active voluntary lunch time group, and the infrastructure has been created to ensure a system where there are representatives from every PSE group.</p>	<p>long professional learning.</p>	<p>90% of staff agree they feel supported to undertake their role by the school.</p> <p>68% of staff said they had agreed that they were involved in agreeing the improvement priorities for the school.</p> <p>65% of staff agreed they were actively involved in the on-going self-evaluation of the school.</p> <p>40% of parents and carers agree that the school takes their views into account when making changes. 40% did not know.</p> <p>64% agree that the GTCS standards are used to support professional dialogue.</p> <p>8 pupils meet every week as part of the voluntary Pupil Voice group. This 'Parliament Lead Team' helps organise the termly Parliament meeting, setting the agenda and writing up the 'you said, we did'.</p>	<p>Continue to support the leadership of middle management by ring fencing one hour of leadership time for them to come together every week to help lead and support whole school improvement. Seek evaluation of this at 3 points in the year.</p> <p>Reestablish voluntary staff working groups to take forward agreed whole school priorities.</p> <p>Continue to develop pupil voice model to strengthen</p>	
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<p>There is a strong senior pupil leadership model for house and school captains.</p> <p>Pupil's views are gathered in a variety of ways such as our whole school self-evaluation survey, pupil focus groups as part of the HGIOF process, the anonymous 'I just want to say...' QR code and questionnaires.</p> <p>We have several pupil voice groups in addition to our S6 committees – Pupil Voice Eco Committee Blue Oceans NEST</p>	<p>These groups have all run Year Group assemblies (S1-6) highlighting key themes and topical issues such as Remembrance, Neurodiversity, Black History month, dyslexia awareness, mental health week, Christmas, Diwali, Ramadan and so on.</p>	<p>Around 100 pupils, representing every class, and every stage were part of the parliament meet that agree the new school values.</p> <p>60% of pupils agree that the school listens to their views. 52% of pupils agree that the school takes their views into account.</p> <p>The senior pupil leaders meet with their year head every week, and the head teacher every fortnight, to take forward their improvement themes.</p>	<p>empowerment and ensure pupil voice is fully integrated in our decision making. There will be one full school Parliament meeting every term.</p> <p>Increase from 60% to 65% the number of pupils who agree that the school listens to their views.</p> <p>Gather feedback from pupils with regards the impact of the assembly programme on the culture of the school. Aim for an 80% positive rating of the impact of</p>	
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			the assembly programme with regards reinforcing and celebrating school values. – a focus for pupil voice	
Implementing improvement and change - processes				
<p>Our Senior team lead and manage the strategic direction and pace of change well.</p> <p>Staff at all levels are increasingly encouraged to take responsibility for implementing change and promoting equality and social justice across their work.</p> <p>We have a clear commitment to professional enquiry and all staff are encouraged to undertake a practitioner enquiry. All staff are encouraged, through rigorous self-evaluation, to</p>	<p>All staff have a clear understanding of the social, economic and cultural context of the school and local community.</p> <p>All staff are involved in the analysis on Insight data.</p> <p>All staff are encouraged to be involved in the process of change and in evaluating the impact of improvements. This is supported by planned individual and collective career-long professional learning.</p> <p>Practitioner enquiry forms a regular feature of</p>	<p>65% of staff agreed they were actively involved in the on-going self-evaluation of the school.</p> <p>90% of staff agree that they use data to identify and reduce inequalities within the school.</p> <p>54% of staff agree that they are given the opportunity to share and learn from colleagues from other settings.</p> <p>30 approx. (including 3 collaborative faculty work-based projects plus probationers) practitioner enquires were completed this year at BHS. Every staff member in the learning community completed one. During the May in-service day there was a learning festival, highlighting this work. Enquiries from each level with CfE were shared with all staff, and</p>	<p>Increase collaborative working, both within and across educational contexts. Increase from 54% to 60% staff agreement they are given the opportunity to share and learn from colleagues in other settings.</p> <p>Protected time for middle leaders to meet to support their faculty processes of improvement planning and management of change,</p>	



<p>identify areas for improvement and if they wish, to apply small-scale change ideas. As a result, research based creative thinking, and pedagogical curiosity exists and leads to effective change strategies that ensure we provide the very best for the young people in our care. This year this has been taking place across the learning community.</p> <p>The strengthening pupil voice infrastructure is continuing to support the participation of young people in the process of improvement and change.</p> <p>We ensure there are clear opportunities for all to support innovation,</p>	<p>approaches to continuous improvement across the learning community.</p> <p>Practitioners have opportunities to review and refresh their pedagogical practice.</p>	<p>there was an opportunity for all staff to network.</p> <p>All BHS Staff have co-created our THRIVE Building Blocks for Learning and Teaching. All members of our Learning Community have been part of this process on our January In-service Day.</p> <p>All staff are engaging with THRIVE on the in-service day in May.</p> <p>100% of staff were part of HGIOF Visits throughout the complete process</p> <p>The pupil voice group has played a key role in shaping school improvement this session, including the new school values, the school dress code policy and a new approach to free sanitary products in school toilets. They had also led an anti-vaping campaign and created</p>	<p>including a review of the current curriculum structure.</p> <p>Continue to unleash leadership across the school through transparent and clear leadership roles. Increase the % of staff agreeing that they had regular opportunities to take up leadership roles to from 78% to 85%.</p> <p>Pupil parliament to write their own improvement plan. They will feedback to ST every term with regards progress.</p> <p>Staff increase their confidence in</p>	
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<p>creativity and practitioner enquiry.</p> <p>We have clear and effective strategies in place to monitor and evaluate the impact of changes on outcomes for learners and the work of our school through the HGIOF process.</p>		<p>new posters highlight the dangers of vaping for the school bathrooms.</p> <p>60% of pupils agree that the school listens to their views. 52% of pupils agree that the school takes their views into account.</p> <p>With the school, the senior pupil leaders organised and led our Christmas Charity campaign to support our free breakfast club.</p> <p>Our senior pupil team organised two pupil conferences. Pupil leaders from 10 schools attended to share good practice regarding authentic pupil voice structures. These have been shared with all schools in attendance and are helping those schools to evaluate their current structures for pupil voice.</p>	<p>using THRIVE to underpin their planning of the teaching and learning episodes (2.3 survey).</p> <p>Three temperature check ins during each in-service day – confidence level at 90% by May.</p> <p>Increase to from 60% to 65% the number of pupils who agree that the school listens to their views.</p>	
<p>QI 2.3 Learning, teaching and assessment (Learning and engagement; Quality of teaching; Effective use of assessment; Planning, tracking and monitoring)</p>				
<p>Learning and engagement</p>				<p><i>Insert QI Grade</i></p>

<p>Promote positive relationships between teachers and young people through our values and vision statement.</p> <p>Staff are actively supported to engage in professional development.</p> <p>During 2024/25, all staff focused on adaptive learning through engagement and learning visits utilising the CIRCLE document and input from ASL services to support literacy across the curriculum.</p> <p>In 2024/5 Families are empowered to support their child's learning though -  ✓ Study skills evenings.</p>	<p>The climate for learning in is positive and inclusive.</p> <p>Relationships between young people and staff are mutually respectful and nurturing. We are committed to respecting the rights of young people.</p> <p>Staff work well together to share practice and expertise to improve learning, teaching and assessment. Professional development is well supported by regular opportunities to learn together. Support staff through professional enquiries has been a key focus for the past two years.</p>	<p>HGIOF – highlighted relationships as a strength across almost all faculties.</p> <p>All our students have now had an experience led by Humanutopia to encourage good relationships within school. Another 100 students have chosen to do extra training to be Humanutopia ambassadors. Another 40 students have done MVP training. These students help lead younger students in a variety of programmes.</p> <p>Curricular evenings have attendances of between 150 and 60 (there are more in the younger years). Study skills evenings were attended by around 40 families. 'Raising teens with confidence' and the parent support group for ASN pupils are also well attended. Transition events and 'Bring your parent to school day' get</p>	<p>MVP &amp; Humanutopia Heroes to lead a "Safe space" at social times to increase their leadership experiences and promote positive relationships offering support and advice to younger pupils.</p> <p>Create a QR code signing in for curriculum information evening, so we can monitor who is not attending and why.</p>	<p>4</p>
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<ul style="list-style-type: none"> <li>✓ Subject workshops.</li> <li>✓ Curriculum evenings for all stages</li> <li>✓ Support on the website.</li> <li>✓ Bring Your Parents to School Day</li> <li>✓ P7 Transition Parents invited for last day of EH</li> <li>✓ RTWC</li> </ul>		<p>exceptionally positive reviews from families.</p> <p>A large amount of information is available on the website, but it is difficult to navigate.</p>	<p>Identification of any voices missing from these evenings.</p> <p>Develop new website to improve discrimination of materials. Seek feedback with regards the new website. 80% of parents/carers are positive about the new website.</p>	
Quality of teaching				
<p>Complete Supported Self Evaluation with ALL Faculties – HGIOF</p> <p>Continued to enrich learning by our effective use of digital technologies.</p> <p>Our explanations and instructions are clear.</p>	<p>We completed HGIOF Process for all faculties. This involved classroom observations for all teachers, faculty questionnaires and pupil focus groups. Headlines from HGIOF Working Well:</p> <ul style="list-style-type: none"> <li>• Relationships are strong</li> <li>• Instructions are clear</li> </ul>	<p>All staff observed teaching – classroom visits Staff questionnaires 60 focus Groups completed – capturing the voices of 600 learners</p> <p>80% of pupils agreed that they are “Happy with the quality with the quality of teaching in our school.”</p> <p>91% of parents agreed that they are “happy with the quality of the teaching in our school.”</p>	<p>HGIOF Now 2025/26 Continue to support faculties and quality assure using our new THRIVE framework</p> <p>Increase from 80% to 82% the number of pupils who are happy with the quality of</p>	

<p>We use skilled questioning and engagement to promote curiosity, independence and confidence and to regularly enable higher-order thinking skills in all learners. We observe learners closely to inform appropriate and well-timed interventions and future learning. We use feedback effectively to inform and support progress in learning.</p> <p>BLT</p>	<ul style="list-style-type: none"> <li>• Pupils feel safe</li> <li>• Quality of teaching is good</li> </ul> <p>We ran 2 x Digital CAT sessions with our Learning Community to promote consistent use of One Note</p> <p>Positive feedback from colleagues across the LC</p> <p>Bitesize Weekly Learning &amp; Teaching Bulletin produced by the Pedagogy group</p>		<p>teaching in our school.</p> <p>Increase from 91% to 92% the number of parents who are happy with the quality of teaching in our school.</p> <p>Review the format of BLT (weekly Boroughmuir's learning and teaching tip) in line with THRIVE toolkit &amp; staff working groups.</p>	
Effective use of assessment				
Promote a variety of assessment approaches to allow learners to demonstrate their knowledge and	A wide range of assessments are used through the year in classes. There has been significant	76% of parents agreed that "We receive helpful, regular feedback about how my child is learning and developing e.g. informal feedback, reports and learning profiles"		

understanding, skills, attributes and capabilities in different contexts across the curriculum to generate robust data to support judgements for new tracking system.	investment in training to support using IT to organise assessments. All are now to be posted on Teams to help students calendar their work. There is a staged approach to formal assessment that begins with in-class trial assessments in S3, prelims and formal exams in S4. This evidence is used to help inform individual responses and prepare through a wide use of evaluation sheets and learning conversations. Some departments such as Maths also use the data to evaluate department level teaching strategies.	82% of parents agreed that “The information I receive about my child reaches me at the right time”  75% of parents agreed that they “understand how my child's progress is assessed”		
Planning, tracking and monitoring				
A new tracking system has been implemented this year. We have continued to plan appropriately	Support materials to develop teacher, pupil and parent understanding have	Ongoing reduction in parental queries throughout session. High level of teacher use compared to previous reporting system.	Moderation of assessment mechanisms and course activities within and across faculties to develop a more	



<p>over different timescales to meet the needs of learners across all areas of the curriculum. As a result of our manageable processes to monitor and evaluate learners' progress we have clear information. We use this data to evaluate the effectiveness of interventions designed to improve outcomes for all learners</p>	<p>been developed including Report Cover Sheets that explain criteria and also new school posters to support consistency across the school.</p> <p>NSI statements have been introduced</p>	<p>65% of staff agreed that "Moderation activities are helping me to make sound professional judgements"</p>	<p>consistent use of new CEC Working Levels and Target Levels. Survey staff at the beginning and the end of the year with regards professional confidence in moderating BGE levels. Aim for a 10% improvement in confidence levels.</p>	
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QI 3.1 Ensuring wellbeing, equality and inclusion (Wellbeing; Fulfilment of statutory duties; Inclusion and equality)

Wellbeing				Insert QI Grade
<p>We revisited our vision and values this session involving all stakeholders, with the values being resilience, respect and inclusion.</p>	<p>75% of staff agree that this underpins the work they do.</p> <p>The new vision and values are underpinning our</p>	<p>83% of young people agree or strongly agree that they have someone in school that that they can speak to if they are upset or worried about something.</p> <p>69% of young people agree or strongly agree that the school</p>	<p>100% of S1 classes to have S5 humanutopia heroes to provide positive role models. Seek feedback</p>	<p>4</p>

<p>Relationships across the school community continue to be very positive and supportive.</p> <p>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 in person and hybrid to ensure equity of access.</p> <p>A wide range of learning experiences are used to promote positive</p>	<p>revision of the behaviour policy.</p> <p>This session we held another set of RTWC sessions which were well attended. Our Bring Your Parents to School Day was very well attended with 3 classes of S1 parents enjoying the school experience for a day. We have started a "Connect Over Coffee" session for parents/carers or young people with ASN. In conjunctions with our ed psych we held an Attendance for parents/carers to help with non-attendance at school.</p> <p>Various Outdoor group activities are organised for targeted pupils e.g. S2 Girls to Pentland</p>	<p>teaches me to have a healthy lifestyle</p> <p>88% of young people agree or strongly agree that the school offers me opportunities to take part in activities beyond the classroom and timetabled day</p> <p>We prioritise parents/carers of young people who are Ce or on our PEF list for these events.</p> <p>84% of parents/carers agree or strongly agree that they feel comfortable approaching the school with questions, suggestions and/or a problem.</p> <p>Improved relationships with pupils and key staff including WBH, and amongst pupils participating.</p>	<p>at the end of the year with regards impact from S1 pupils and registration teachers. Aim for 80% positive.</p> <p>Continue to run <i>Connect with Coffee</i> once per term. Increase attendance by 10% and target CE families. Attendance fell between 1<sup>st</sup> &amp; 2<sup>nd</sup>. Fell after timing changed following their feedback – only 9 attended 2<sup>nd</sup> session - ongoing. Friday morning seems to work best.</p> <p>Continue to offer RTWC to parents/carers – offering time slots to increased participation from 19 to 25.</p>	
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<p>relationships and wellbeing. These include outdoor learning and excursions across the curriculum.</p> <p>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.</p> <p>We target those with attendance below 90% to improve. The school has support from our EWS offer consultations with families and time limited interventions.</p>	<p>Hills, WBH Outdoor Intervention groups. Some Year Group outdoor learning activities e.g. S2 visits to Hermitage of Braid</p> <p>All S1-S3 Pupils take part in Wellbeing Week.</p> <p>PEF Co-ordinator</p> <p>We track attendance weekly at our ASL. Reports are sent home to parents/carers monthly to ensure they are aware of pupil levels of attendance overall. Our WBH has started an intervention using wellbeing cards to help conversations about attendance with young people.</p>	<p>There is a clear school policy to support equity for access to cultural capital opportunities.</p> <p>Our overall attendance rates are high. 93% of pupils in S1-4 have attendance greater than 85%. Attendance rates for pupils in receipt of FSM are 87%.</p> <p>The learning hub has had some success in re-engaging some learners.</p> <p>The WBH has had a weekly average of 145 visits from pupils.</p>	<p>Max numbers are 25 per session – on-going.</p> <p>100% of extra-curricular activities will be tracked using the new tracking system.</p> <p>All BHS pupils will have accessed three opportunities. All CE and PEF learner will have accessed four opportunities.</p> <p>Increase attendance by 0.05%. Close disparity between average PEF attendance and average whole school</p>	
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<p>We have two CEC school counsellors along with Mary Alexander who provides 1:1 specialist support.</p> <p>The WBH is well established as an intervention for vulnerable young people.</p>	<p>We maintain a waiting list for school counselling and Mary Alexander. This provides effective emotional support for our young people.</p> <p>The number of young people accessing the WBH continues to grow year on year largely due to the group work and 1:1s that the WBH offers.</p>	<p>In session 24/25 twenty-eight young people accessed the school counselling service, this is an increase of 9 from last session. 298 appointments with Mary Alexander have been accessed since August 2024 (figures to April 2025). School counsellors work across our primary cluster to offer services to P6/7. 72% of parents/carers agreed or strongly agreed that the school supports their child's emotional wellbeing. We are monitoring this data – to see if the increase continues. We are revisiting our universal supports next session and will monitor the targeted interventions next session.</p> <p>The WBH had a weekly average of 145 visits so far this session. They have supported 96 young people through a variety of 1:1 interventions and group work. The newly formed learning hub has already supported 31 young people. All young people accessing these resources have been referred by PSLs and have an identified need. With the on-going focus on the inclusive classroom, and the whole school autism training, it will be interesting to monitor referrals. The vision is to try and support as many young people as possible through universal interventions.</p>	<p>attendance by 1%, from 7% to 6%.</p> <p>Continue with zero exclusions for CE. Monitor % difference between CE/PEF cohort to ensure a maximum difference of 2% with rest of the school with regards numbers of positive referrals.</p> <p>Establish the learning hub alongside a SFL classroom to further support young people with ASN. Survey staff to check for staff confidence with regards understanding the role of the</p>	
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			spaces. Confidence level at 80% by Easter with regards the rationale of the inclusion provision.	
Fulfilment of statutory duties				
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.	We maintain a register of staff level 2 CP training and August update to ensure staff are aware of their statutory obligations with regard to child protection.  Posters for CP coordinator have been updated and distributed across the school.	100% of staff agree they understand the CEC procedures for child protection, as they apply within the context of Boroughmuir High School.	Staff CP specific contact training is due for update in October 2025.  Organise CP training for coaches for August 2025. 100% trained and 100% confident with regards how to handle a CP issue. mandatory	
Inclusion and equality				
We take positive and proactive steps to ensure that any factors which hinder	The support directory is updated by SfL staff to ensure teachers are aware of any factors which	90% of staff agree that they use data to identify and reduce inequalities within the school.	Conduct pupil trails for pathway 1 pupils to ensure needs being	

<p>learning are identified and addressed.</p> <p>Interventions are carefully tracked and monitored at the weekly IST meeting to assess impact</p> <p>We understand, value and celebrate diversity and challenge discrimination.</p> <p>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.</p>	<p>may hinder learning and provide strategies to overcome these. Staff regularly make referrals to SfL or complete WBC forms if they are concerned about a young person.</p> <p>Assemblies are used to raise awareness of and celebrate diversity. Pupil led assemblies on the topics of Neurodivergence, Easter, Diwali, Ramadan amongst others have been well received by young people.</p> <p>Staff engaged in Bystander training at the start of session to help with our equalities agenda and to increase staff</p>	<p>71% of staff agree or strongly agree that the school has effective strategies to support young people with their learning including those requiring additional support.</p> <p>84% of staff agree or strongly agree that young people are provided with experiences which meet their learning needs</p> <p>82% of young people agree or strongly agree that the school helps them to understand and respect other people.</p> <p>5 incidents of a racist nature were reported over the session all of which were addressed with interventions from SLO or equalities coordinator and SLT – compare with previous Average score for the training was 4/5 with staff feeling the training would help them manage behaviours of concern.</p>	<p>met at classroom level. Increase from 71% to 75% staff who agree that the school has effective strategies to support young people with their learning.</p> <p>100% staff will undergo CEC autism training in August 2025. Most lessons to highlight impact of this inclusion training through the planned ASN pupil trails.</p> <p>A reduction in the number of staff commenting that they feel the relationships policy is applied inconsistently,</p>	
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	<p>confidence in managing behaviours of concern.</p>		<p>and effectively, across the school. (30% of comments referred to this 24-25)</p> <p>100% of pupils receive a positive communication home</p> <p>Continue with zero exclusions for CE. Monitor % difference between CE/PEF cohort to ensure a maximum difference of 2% with rest of the school with regards numbers of positive referrals.</p> <p>Achieve Bronze award for Rights Respecting Schools.</p>	
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QI 3.2 Raising attainment and achievement (Attainment in literacy and numeracy; Attainment over time; Overall quality of learners' achievement; Equity for all learners)				
Attainment in literacy and numeracy				<i>Insert QI Grade</i>
Attainment in literacy and numeracy continues to be very strong.	The majority of young people are leaving with a numeracy and literacy qualification.	<p>1. Attainment in Literacy and Numeracy</p> <p>2. S4 Literacy:</p> <p>3. At SCQF level 4 almost all achieved a literacy award (99.3%). Most young people achieved SCQF level 5 or better in literacy (95.7%).</p> <p>4.</p> <p>5. At SCQF level 4 and 5 the school sits above the VC with a 5-year positive pattern.</p> <p>S5 Literacy:</p> <p>6. At SCQF level 4 almost all achieved a literacy award (98.2%). Almost all young people achieved SCQF level 5 or better in literacy (96.5%).</p> <p>7.</p> <p>8. At SCQF level 4 and 5 the school sits above or in line the VC with a 5-year positive pattern.</p> <p>9.</p> <p>S6 Literacy:</p> <p>10. At SCQF level 4 all those who left the school achieved a literacy award (98.7%). All young people left</p>	<p>Close the disparity by 5% between the achievement of literacy at level 3 and the achievement of a national qualification, which suggests under reporting at the end of S3. Moderation activities across the learning community during planned CAT sessions, and across faculties via the programme for Framework Fridays.</p> <p>Create a new process of</p>	5

		<p>school with SCQF level 5 or better in literacy (98.7%).</p> <p>11.</p> <p>12. At SCQF level 4 and 5 the school sits broadly in line or above the VC with a 5-year positive pattern.</p> <p>13.</p> <p>14.</p> <p>15. S4 Numeracy:</p> <p>16. At SCQF level 4 almost all young people (99.23%) gained an award in numeracy. The majority of young people gained SCQF level 5 or better in numeracy (95.75%).</p> <p>17.</p> <p>18. At SCQF level 4 and the school sits above the VC with a 5-year previous positive pattern.</p> <p>S5 Numeracy:</p> <p>19. At SCQF level 4 almost all achieved a numeracy award (98.02). Almost all young people achieved SCQF level 5 or better in numeracy (86.56%).</p> <p>20.</p> <p>21. At SCQF level 4 the school above or in line the VC with a 5-year positive pattern.</p> <p>22. At SCQF level 5 the school above the VC 3 out of the last 5 years.</p> <p>23.</p> <p>24.</p> <p>25.</p> <p>S6 Numeracy:</p>	<p>tracking at risk in BGE, using ACEL, NSA and tracking data. There will be a clear system to track those at risk from S1, with a package of interventions in place, with a 5% reduction of 5s for progress over the course of the year.</p>	
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		<p>26. At SCQF level 4 almost all who left the school achieved a numeracy award (98.7%). Almost all young people left school with SCQF level 5 or better in numeracy (94.78%).</p> <p>27.</p> <p>28. At SCQF level 4 and 5 the school sits broadly in line or above the VC with a 5-year positive pattern.</p> <p>29.</p> <p>We continue to have a plan in place to continue to improve Literacy and Numeracy levels across all young people by the end of S6.</p>		
Attainment over time				
<p>Standards of attainment continue to be very good and compare very well with results in Edinburgh and across Scotland. We continue to evaluate attainment to seek ways in which pupils can be supported to achieve their best.</p> <p>In S1-3 students have made very good progress in</p>		<p>30. By S4 the lowest performing 20% are attaining higher are considerably higher than the VC over the last 5 years. The middle 60% are considerably higher than the VC over the last 5 years and the highest 20% are attaining in line or above the VC over the last 5 years. In all cases the performance is well above national and CEC performance.</p> <p>31.</p> <p>32. At level 5 the school performed in line or above the VC at all measures. This is a 5-year pattern.</p> <p>33.</p> <p>34. At level 3 and level 4 the school performed in line or above the VC at all measures. This is a 5-year pattern.</p>	<p>Increase % parents agreeing that the school helps support learning at home from 60%-70%</p> <p>All schools in learning community have S6 learners supporting learners with</p>	

<p>their Curriculum for Excellence courses. The majority of students in S1, 2 are currently judged to be working well within their learning within Level 3 in all subjects. In S3 most students are working within level 4 and this leads to the majority presenting within National 5 in S4.</p>		<p>35.</p> <p>36. By S5 the lowest performing 20% are attaining higher than the VC over the last 5 years. The middle 60% are attaining higher than the VC over the last 5 years and the highest 20% are attaining in line or above with VC over the last 5 years. In all cases the performance is well above national and CEC performance.</p> <p>37.</p> <p>38. At level 6 the school performed above the VC at all measures. This is a 5-year pattern.</p> <p>39.</p> <p>40. By S6 the lowest performing 20% are attaining higher than the VC and this is a 5-year pattern. The middle 60% are attaining above the VC and this is a 5-year pattern. The highest 20% are attaining higher than the VC in the last 5 years. In all cases the performance is well above national and CEC performance.</p> <p>41.</p> <p>42. At level 5 and level 6 the school is performing above the VC with a 5-year positive pattern.</p> <p>43.</p> <p>44. At level 7 the school continues to perform very strongly and in line with VCs.</p> <p>Around 2/3 of S5s got a leadership Award. There are a wide range of courses such as the Sports Leaders, the Barista course and the Skills for</p>	<p>literacy and numeracy</p> <p>Coordinate targeted support and prioritise which external organisations are best suited to our context. Review mentoring as part of this.</p> <p>Monitor the numbers of those that start a Higher course and those that compete it – aiming to keep % withdrawals under 5%.</p>	
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		<p>Life courses in Languages and HFT which give success to a key minority of students. We explored using 'Effective Now', RUTs and Gateway to college courses to support another group of disengaged learners. About 20 got an award from Effective Now, 9 passed RUTs including one learner for whom it was their only regular attendance in school this year.</p> <p>S4 Mentoring targeted a few young people based on tracking data from the end of S3 and the start of S4. We focussed on the students close to key targets 5@5 and 5@4 to look at helping young people get key qualifications. A small number of staff volunteered to support this, and it was not enough to allow us to support all young people we would like. However, there were some important successes made with 3 S4 learners and mentoring became a key support for them within school. This was best done when targeted departmental time was used to complete qualifications.</p>		
Overall quality of learners' achievement				
Continued tracking and monitoring of the progress of young people,	Almost all our learners consistently move into sustained positive destinations	Almost all young people who left in the 2023/204 session (97.72%) moved into positive destinations. We are aware of all destinations of our school leavers and mental health is	100% of wider curriculum opportunities tracked within the new	



	<p>when they leave school.</p>	<p>an issue for those not currently in a sustained positive destination. We work hard to promote an ethos of achievement across our school and almost all students respond very well to our challenge. The number of our leavers moving on to Further and Higher Education continues to be very strong. 71.4% moved on into Higher Education. 11.4% moved onto Further Education, a total of 82.8% moving onto Further or Higher education. 12.55% went into employment.</p> <p>Wider achievement also continues to be an area of strength, with pupils being presented for a wide range of vocational and volunteering awards, as well as engaging with programmes such as JET (Jobs, Education and Training), Foundation Apprenticeships, Career Academies, the TedX event, the Boroughmuir Beans Baristas 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 and to participate in travel opportunities, are many and varied. We have around 100 school ambassadors in S1-S4, 54 students trained as 'Humanutopia Heros' and over 60 involved in formal leadership in S6. We have increased the numbers of students doing DofE from</p>	<p>tracking system.</p> <p>There will be a Wider Achievement Celebration in May.</p> <p>100% of S1 pupils will reflect upon they skills they have been developing through the wider achievement programme.</p>	
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		<p>20 to 120 his year, with targeting of those with protective characteristics.</p> <p>There is a structured leadership programme in place for leadership in the senior phase which leads to qualifications for the majority (56%) of S5s (level 5 leadership). In S6, 52 students achieved the Saltire Award.</p> <p>Opportunities to engage in Careers Education are many and varies across S1-6 and we engage with a wide variety of business partners to achieve this. Events have included careers fairs and workshops, in class workshops across all subjects for S2, CV and interview skills, employability groups and targeted business input across a variety of careers pathways. We continue to expand the DYW programme and our focus on developing employer-school partnerships across a range of curricular areas in a bid to 'bring the curriculum to life'. There is a thriving Engage programme which helps families to learn together about different pathways.</p> <p>Achievement is celebrated at every opportunity, using our website, twitter, notice boards, newsletters, assemblies,</p>	<p>Increase % of S5s achieving a leadership qualification to 60%.</p>	
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Equity for all learners			
<p>We have effective systems in place to promote equity of success and achievement for all our children and young people. We track the attainment of all our learners and in particular our most disadvantaged children and young people.</p>	<p>Attainment for young people across all protective characteristics and attainment cohorts is strong.</p>	<p>We have a member of staff responsible for tracking each of our groups with protective characteristics. 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.</p> <p>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.</p> <p>SFL staff identify learners with barriers to learning and provide advice and support to all staff to ensure these young people are well supported. This can include the use of ICT, additional staffing, course changes or assessment arrangements. This is shared via an ASN database all staff can access.</p> <p>We target those we believe are at risk of not attaining and attempt to find ways to support them to achieve their full potential.</p> <p>We are aspirational for all and expect our young people to do their very best. We have clear procedures in place to find those who are below</p>	<p>Continue to develop early 'enhanced transition' for students leaving S4. Reduce number of referrals for this group by 5%.</p>

		<p>potential and provide scaffolding for success. We positively discriminate for those who are vulnerable in their learning for whatever reason.</p> <p>We continue to develop a curriculum which supports pathways for all young people. This is in conjunction with a wide range of partnerships such as JET, DofE, college, Foundation Apprenticeships, NPA options and much more.</p>		
QI 2.1 Safeguarding and Child Protection (Arrangements for safeguarding, including child protection; Arrangements to ensure wellbeing; National guidance and legislation)				
Arrangements for safeguarding, including child protection				<i>Insert QI Grade</i>
<p>All staff undergo the legislative training and spot checks that occur. Well-being concern forms are appropriately used by all staff.</p> <p>SLT have a clear overview of the nature of risk within the school community and can react accordingly, including PSE curriculums.</p>	<p>All staff have received training.</p> <p>Well-being concern forms are appropriately used by all staff.</p> <p>Any trends in police reports are acted upon with relevant intervention.</p> <p>The WBH and learning hub are used by a number of young people with differing</p>	<p>100% of staff agree they understand the CEC procedures for child protection, as they apply within the context of Boroughmuir High School.</p> <p>A minority of young people accessing these spaces, but numbers are increasing. Will be investigating this year if this is a positive development, as staff understand the targeted</p>	<p>Staff will undergo level 2 child protection update in October 2025</p> <p>Coaches will be trained August 2025</p> <p>Establish the learning hub alongside a SFL classroom to further support young people with ASN. Survey staff to</p>	4

Young people who have experienced trauma are tracked and supported with a variety of relevant and responsive interventions.	needs to help them attend and achieve.	interventions in school and the level of need is increasing, or do we need to support young people to stay in the classroom more.	check for staff confidence with regards understanding the role of the spaces. Confidence level at 80% by Easter with regards the rationale of the inclusion provision, Conduct pupil trails for pathway 1 pupils to ensure needs being met at classroom level. Increase from 71% to 75% staff who agree that the school has effective strategies to support young people with their learning.	
QI 2.2 Curriculum: Theme 3 Learning pathways				
There continues to be a broadening of pathways to support all learnings.	Introduction of NPAs into S3/4 e.g. Photography and a new ESOL course in S3	Almost all learners achieve their first choice of subjects in S3/S5 and S6.	90% completion of the Business Foundation	4

<p>The school has been actively involved in curriculum alignment in the senior phase and have aligned 3/5 Senior Columns for '25-'26. This includes agreements made prior to the TT of courses offered across the locality</p>	<p>We work with colleagues from neighbouring schools to try to provide as many course opportunities as possible to learners.</p>	<p>High levels of parental engagement attending Course Choice Information Evenings</p>	<p>Apprenticeship. 95% pass rate.</p> <p>Creation of curriculum staff working group to review current curriculum. Six schools visited, including two out with Edinburgh. Curriculum review paper published by Easter 2026.</p> <p>Team of 10 SCQF Ambassadors established.</p>	
<p>QI 2.7 Partnerships: Theme 3 Impact on learners (parental engagement only)</p>				
<p>Clear communications including 3 reports and a parents night for each year group, a weekly bulletin, website, and twitter feed.</p> <p>Active Parent Council, which is hybrid to allow all parents to attend.</p>	<p>Parents in Boroughmuir High School are very supportive and involved with the school. They are enthusiastic supporters of their child's learning and wellbeing.</p> <p>We involve parents and carers meaningfully in</p>	<p>Most parents attend parents' nights and events including curriculum and course choice evenings.</p> <p>Less than half of the S4/5/6 parents attended the study skills events. Almost all gave very positive feedback.</p> <p>School improvement linked to the needs of our community</p>	<p>Create a clear, published programme of family engagement events. Gather attendance at all to highlight voices that might be missing.</p> <p>Create a new school website</p>	<p>4</p>



<p>Parents are fully involved in school improvement and decision making through parent council focus groups and questionnaires.</p> <p>Family engagement events both globally and targeted for example Coursing information and curriculum evenings, How to Study' evenings and DYW events targeted at families.</p>	<p>creating priorities for improving the school. Most parents appreciate the regular communication and consultation. Most parents welcome the regular feedback on their child's progress.</p> <p>Parents feel encouraged to take part in the work of the active Parent Council. Learners' experiences have improved because of input from the Parent Council who support school improvement priorities.</p>	<p>Most feedback covering all areas of school life is positive through parental questionnaires.</p> <p>Few (two last year) requests for service or complaints</p>	<p>– aim for 80% positive response to new website.</p>	
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## Explanation of terms of quantity

The following standard Education Scotland terms of quantity are used in this report:

All	100%
Almost all	91%-99%
Most	75%-90%
Majority	50%-74%
Minority/less than half	15%-49%
A few	less than 15%

Other quantitative terms used in this report are to be understood as in common English usage.