

Currie Community High School
School Improvement Plan
Session 2024-25 (Year 1)



Edinburgh Learns for Life

Vision

A fairer, healthier, greener future for everyone, where learning for life happens at home, in school, in the wider community, and in the workplace.

Mission

To create a world class learning city where everyone's skills, knowledge, creativity and relationships with people and places are equally valued. To create an environment of collaboration that inspires connections, improves wellbeing and reduces poverty.

Transform

We will provide inclusive, equitable, valuable learning opportunities for everyone.

Connect

We will use a place-based approach to build collaborative and sustainable learning communities and networks.

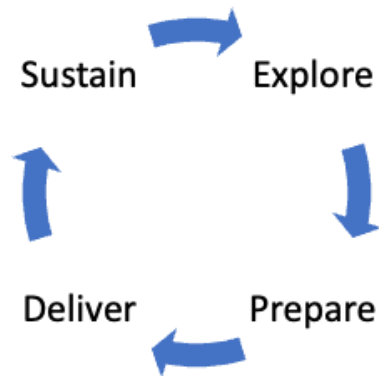
Empower

We will co-create the environments where learners can lead and shape their own learning.

The Edinburgh Learns for Life Strategy will support long-term planning to improve life chances for all. The pandemic has sharpened our focus on how, when and where we deliver education. This strategy will shape the vision for education for the whole city. Education will be seen as the development of skills, knowledge, competencies and attitudes from early years through to adult education. It will equip our citizens for employment, training, further/higher education and family learning. It is education which happens in school and in the community. It is learning for life. Collectively, we need to consider:-

- **Contexts for learning- where we learn**
- **Pedagogy- how we teach and learn**
- **Equality, diversity and inclusion- how we understand and accommodate our cultures, backgrounds and beliefs**
- **Sustainability- creating positive, lasting change**

This will require transformational change at cultural levels, including removing stigma attached to those living in poverty, combined with positive attitudes to new, essential ways of working. It is appreciated that taking forward this strategy across all schools, and fulfilment of the vision, will require longer-term strategic planning. The Education Improvement Plan provides a framework for the planning of priorities for improvement for 2024-25. School improvement occurs over planned stages, and over an extended period of time, both within and across school sessions. In planning for improvement schools should:



- Clearly define the area of practice and identify appropriate practices or programmes to address this using robust diagnostic evidence.
- Create a clear plan which defines how change will take place in order to develop a shared understanding. This should include CLPL for staff and strategic use of resources.
- The priority should be continually monitored to track progress and to effectively measure the impact on pupils.

EEF, (2022) Moving Forward Making a Difference: A Planning Guide for Schools 2022-23

https://d2tic4wvo1iusb.cloudfront.net/documents/School_Planning_Guide_2022-23.pdf?v=1678715065

All Improvement Planning is based on a clear Needs Analysis Audit, using a range of self-evaluation data available, and an Action Plan for each priority. To reflect the main aspects of the Refreshed Scottish Attainment Challenge, all schools will submit a plan for their use of Pupil Equity Funding (PEF) for Session 2024-25, template to follow.

Improvement Planning

Exemplar pre-populated Improvement Planning pages and resources can be found on Sharepoint : *link to follow in April 2024*

Core Principles

- The School Improvement Plan should be used to drive all improvement activities. Schools may find utilising resources such as a “Clarifying Canvas” help to identify key areas for development [CC.examples \(simonbreakspear.com\)](https://www.simonbreakspear.com). Essential questions to consider:
 - What evidence is needed to identify priorities?
 - Does this evidence come from a range of sources to build a rich evidence picture?
 - Does the evidence highlight key issues which needs to be addressed?
 - What are the issues which need to be addressed?
 - How will staff be supported to implement the practices that will address the identified priority?
- A format has been provided but each school is able to choose a format that best suits their own context this should include: A three year plan, Identified next steps from S & Q R Priority area, intended outcomes, tasks / activities, key measures and timescale.
- A professional learning plan ([Appendix 2 example template](#)) should be developed linked to school improvement, identifying how staff will be supported through any new and continued areas of school improvement.
- There should be full consultation (staff, parents, carers, children, other agencies) around priorities for improvement.
- The public-facing plan should state clearly what is going to be done, your rationale for doing so, with the associated key outcomes identified. Consideration should also be given to how you will measure impact.
- Behind the public facing document will be school-level planning, an Action Tracker ([Appendix 3 template exemplar](#)) which should be available, as a working document and demonstrate impact to date as well as overall impact on completion.
- Data should be used to inform School Improvement Plan priorities.

Alignment to other priorities and plans

- The document should make **explicit links** to the National Improvement Framework Priorities, HGIOS 4/HGIOELC and the priorities of the Education Improvement Plan (please see separate document):
- Each school's improvement plan should make **explicit reference** to the Edinburgh Imperatives:-

People

Curriculum

Inclusion

- It is expected that all schools will continue to focus on:
 - Raising attainment for care experienced children and for those living in poverty.

Teaching and Learning. All schools should continue to reference planned work against the Teachers' Charter. The Edinburgh Learns Team and Digital team can be consulted for core or bespoke support. [Improvement Planning 2024-25 - resource links for learning, teaching and assessment.pdf](#)
[Improvement Planning 2024-25 - resource links for digital.pdf](#)

- All improvement activity should be deliverable within the Working Time Agreement for your school.

The Promise

As Corporate Parents, our expectations for 'Edinburgh's children' should be high and plans should clearly detail strategies for improving outcomes for our Care Experienced Community.

The Promise Plan 21-24, clearly sets out expectations for children and young people who are currently or previously care experienced:

➤ **Robust Tracking and Monitoring:**

- School improvement plans will value and recognise the needs of their care experienced children and young people with robust quality assurance through tracking and monitoring of attendance, attainment and transitions to inform the 'right' supports and interventions, at the 'right' time (early intervention) by the 'right' people are implemented.
- Care experienced children and young people will receive all they need to thrive at school. There will be no barriers to their engagement with education and schools will know and care for their care experienced children and young people, allowing them to actively participate in aspects of the school life. Capturing wider achievement.
- Schools will support and ensure care experienced children and young people are supported through transitions.
- Lifelong Learning is supported to prepare care experienced children and young people to move on to sustained positive destinations.

➤ **Improving Culture within our Schools:**

- Care and attention regarding non-stigmatising language for the care experienced community should be used.
- Link care experience improvements to the UNCRC.
- Attention should be considered in relation to the needs of staff CLPL specifically for trauma informed practice and care experienced practice.



Context of CCHS:

Currie Community High School has a roll of 848 which like other schools in Edinburgh is climbing. We have 12% of young people in SIMD 1-3 which does not truly reflect pockets of hidden poverty in our school. Our Leadership for Equity Lead works closely with families to ensure that we have a good understanding of the cultural capital within our community and targeted interventions are identified. 44% of our learners have an identified additional support need. This is an increase of 19% in the last 3 years. We serve the communities of Currie, Riccarton, Juniper Green and Baberton Mains and have 40 out of catchment requests granted next session. Our new school has capacity for 1000 students. The school enjoys excellent links with the local community and as a designated community high school, a quality community programme is offered which will only be enhanced when we move into our new learning and community campus.

The school's SQA results are above both local and national averages and levelled against or better than VC against a number of measures. Positive destinations sit at 98.59% with a positive 5 year trend in sector leading practice. Excellent partnership working and a whole school drive to shape destinations for young people is a well embedded part of the culture and ethos.

Young people enjoy taking part in other activities and an extensive range of wider achievement opportunities are offered for example Duke of Edinburgh, Mentors in Violence Prevention, Humanutopia Heroes, Anti Racist, Equalites and Digital Ambassadors. We have also introduced a Leadership Academy with S4-6 pupils this session. A number have now been awarded the SCQF level 5 or 6 award. This is in addition to maximum number of subjects studied.

Our school values of Ambition, Respect, Equality underpin our positive culture and ethos; our school is calm, purposeful and young people take a pride in their school. The relationships between staff and young people is magical where staff demonstrate an unconditional positive regard for all young people. Young people respond well to this and trauma informed practice is evident during interactions. Young people talk to us, our wellbeing survey tells us that young people feel supported, respected and that most young people feel they have a trusted adult to talk to. Celebrating success of our wonderful young people is at the heart of what we do and we shout from the roof tops the achievements of our young people in lots of different ways, through our positive reward system, house breakfasts, newsletters, HT letters of recognition, the Currie and Balerno Newsletter and our Achievement Ceremony. We also recognise the importance of our school as a community and we have been recently awarded the Gold LGBT Charter Mark which we are very proud of. We are also working towards Rights Respecting School status and recently became an SCQF Silver Ambassador school.

Learning, Teaching & Assessment - The Currie Way



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Classroom Essentials

Excellence in every classroom, everyday

- THE GOLDEN THREAD
1. Purpose of learning is clear what & why?
 2. Shared understanding of what success looks like
 3. **Chunking** learning & activities are broken into engaging parts
 4. Learners are challenged & supported
 5. Teachers & students check for understanding
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CCHS Improvement Plan 2024/25

1.3 The Currie Way - Leadership for All	2.3 The Currie Way – Learning, Teaching and Assessment	3.1 The Currie Way – Ensuring Wellbeing, Equality and Inclusion	3.2 The Currie Way – Raising Attainment and Achievement for all	2.2 The Currie Way – The Curriculum
Further develop Pupil Voice approach/Pupil Leadership opportunities	**Embedding The Currie Essentials**	**Embed Equalities daily practice strategy/further decolonise the curriculum	New Tracking and Monitoring System (BGE and SP Tracking)	Structure of school day implementation
Further develop Staff Leadership opportunities	**Developing approaches to Pupil led learning**	Implement Wellbeing strategy for pupils and staff – Working towards RRS Bronze	Co Create ‘Using Data’ strategy for all including Equity Cohorts and ‘at risk’ learners	Further develop Pathways with Purpose framework
Community Leadership	Co Create BGE Assessment and Moderation Strategy**	Statutory Duties Review (Safeguarding/GIRFEC)	**Identify Universal and Targeted Interventions at classroom level up**	Undertake Review of BGE (pathways/content/pace and challenge)
New Whole School Communications Strategy	**Further develop Digital Pedagogy – minimum standard**	Develop Enhanced Support Provision for CCHS	Use new system to track Wider Achievement	Further develop Communities of Practice work
New Self Evaluation Strategy	Use mock learning space in preparation for L&T practice in new school**	**A commitment to ‘The Promise’ at all levels	**SLT/CL/LT/Faculty Attainment meetings**	Undertake Learning for Sustainability Audit

Transition to our new school – February 2025

**Ongoing and a priority for all

bold – new improvement work

In colour – Whole School Improvement Work

1.3 Leadership of Change

Change Idea	What we will do this	Evidence to be collected to measure impact	January Review How are we doing? How do we know? Next Steps	May Review How are we doing? How do we know? Next Steps
Further develop Pupil Voice approach/Pupil Leadership opportunities	<ul style="list-style-type: none"> -Evaluate current approach to our pupil voice strategy -Alongside Student Leadership Team, implement improvement strategy based on information gathering last session -Further develop the Pupil Leadership Senior Phase Academy -Introduce Junior Leadership Capacity 	<ul style="list-style-type: none"> -‘You said, we did’ and further pupil evaluation summaries through house councils, pupil voice month and surveys -Evaluation of Senior Leadership Academy 		
Further develop staff leadership programme	<ul style="list-style-type: none"> -Introduce into Middle Leadership in house programme -Further develop in house CLPL programme to involve more teachers leading sessions -All faculties to be represented at the Currie/Royal High Learning Festival in May -Introduce Assistant PSL roles -Most staff to undertake a leadership role in school by 2026 	<ul style="list-style-type: none"> -Uptake of Middle Leadership Course -Evaluation of course/translation to promoted post opportunities or further leadership opportunities -Increase in number of staff opting to deliver a session at the learning festival -Triangulation of evidence, data, views and observation based on new APSL role -End of year audit based on number of staff undertaking leadership roles 		

<p>Middle Leaders Strategic Project</p>	<ul style="list-style-type: none"> -Middle Leaders to drive Learning and Teaching project focused on the development and consistent delivery of pupil led learning -A Vice Chair and Chair to be appointed as part of the Middle Leadership Team -All middle leaders meet one period a week for strategic project planning and implementation 	<ul style="list-style-type: none"> - Shared classroom Experience (Faculty/cross school and whole school) -Pupil and staff views - CCHS SIF detail in May 2025 -Pupil led leadership CLPL Uptake -LT Minutes of Meetings -Faculty Minutes of Meetings 		
<p>New Whole School Communication Strategy</p>	<ul style="list-style-type: none"> -Develop new branding and communications strategy for moving into our new school - Create Communications School Improvement group involving parents and carers 	<ul style="list-style-type: none"> -Parent/Carer Communications Survey in May 2025/make comparisons to May 2024 survey 		
<p>Develop Community Leadership Capacity</p>	<ul style="list-style-type: none"> -Further develop opportunities for parents/carers to lead and contribute on aspects of school improvement through school improvement group membership, QI workshops and via Parents in Partnership sub groups -Create further opportunities to work with the local community in relation to DYW and curriculum pathways (Black Rock and Pinocchio's Nursery) 	<ul style="list-style-type: none"> -Number of parent/carers and community members involved in the improvement work of the school -Attainment Data -Improved Pathways -Pupil Voice -Staff/Community Member Views 		
<p>New Whole School Self Evaluation Strategy</p>	<ul style="list-style-type: none"> -Develop robust whole school self evaluation strategy -Whole school and Faculty evidence gathering padlets to be created 	<ul style="list-style-type: none"> -Faculty and Whole Padlet populated with evidence and action -Moderation of Padlet -Evidence of Faculties using information gathered to influence change (Improvement planning review/faculty meeting minutes/attainment and achievement data/pupil and staff voice) 		

2.3 Learning, Teaching and Assessment

Change Idea	What we will do this year?	Evidence to be collected to measure impact	January Review How are we doing? How do we know? Next Steps	May Review How are we doing? How do we know? Next Steps							
Establishing visible learning and teaching consistencies	<p>-Embed The Currie Essentials in every lesson, every day</p> <table border="1" data-bbox="253 671 629 999"> <thead> <tr> <th>The Currie Essentials</th> </tr> </thead> <tbody> <tr> <td>The purpose of learning is clear (what & why?)</td> </tr> <tr> <td>Shared understanding of what success looks like</td> </tr> <tr> <td>Chunking (learning & activities are broken into manageable and engaging parts)</td> </tr> <tr> <td>Learners are challenged and supported</td> </tr> <tr> <td>Teachers and students check for understanding</td> </tr> <tr> <td>All 5 observed in lesson</td> </tr> </tbody> </table>	The Currie Essentials	The purpose of learning is clear (what & why?)	Shared understanding of what success looks like	Chunking (learning & activities are broken into manageable and engaging parts)	Learners are challenged and supported	Teachers and students check for understanding	All 5 observed in lesson	<ul style="list-style-type: none"> -Faculty Shared Classroom Experience Report -Cross Faculty Shared Classroom Experience Report -Whole School Shared Classroom Experience (Summary of Findings Report) -2.3 Learner Survey Report -Staff Survey Report -Parent/Carer Survey Report -Pupil/Staff focus groups findings 		
The Currie Essentials											
The purpose of learning is clear (what & why?)											
Shared understanding of what success looks like											
Chunking (learning & activities are broken into manageable and engaging parts)											
Learners are challenged and supported											
Teachers and students check for understanding											
All 5 observed in lesson											
Developing approaches to Pupil led learning	<ul style="list-style-type: none"> -In house CLPL programme developed to support pupil led learning delivery -Middle Leaders are developing a pupil led learning project so that sharing of practice opportunities are planned and visible consistencies in this areas are achieved across the school – Working from Good to Very Good 	<ul style="list-style-type: none"> -Faculty Shared Classroom Experience Report -Cross Faculty Shared Classroom Experience Report -Whole School Shared Classroom Experience (Summary of Findings Report) -2.3 Learner Survey Report -Staff Survey Report 									

		<ul style="list-style-type: none"> -Parent/Carer Survey Report -Pupil/Staff focus groups findings 		
Co Create BGE Assessment and Moderation Strategy**	<ul style="list-style-type: none"> -Provide opportunities for learners to demonstrate skills and knowledge in a wider range of contexts. -Develop consistency of practice in using self and peer evaluation across the school. -Build staff capacity in developing ways of ensuring learners in the BGE can articulate where they are in their learning and how to improve. -Explore more effective ways of delivering feedback is also a priority area. -Develop more rigorous assessment and moderation in BGE. Further work is also needed to review internal verification procedures for National Qualifications and this will be particularly important with the introduction of the new courses within our pathways options. 	<ul style="list-style-type: none"> - Outcome of moderation activity at all levels -Pupil Surveys -Analysis of BGE Attainment Data -Learner Conversation discussions recorded in line with tracking and reporting 		
New School Mock Classroom	<ul style="list-style-type: none"> -Try it Fortnight to be introduced so that classroom teachers can practice how they will teach in the new school -Use of mock Learning Space to support digital CLPL for moving to the new school 	<ul style="list-style-type: none"> -Views of staff and pupils -Sharing good practice at LT and Faculty Meetings (minutes) 		
Digital Learning	<ul style="list-style-type: none"> -Digital Schools Award to be submitted for June 2024-25 -All classes to have a Team, with OneNote attached to it, while applying TCW expectations -Continue to provide in-house CLPL, including Apple Everyone Can Create and differentiated (based on staff feedback), and linked to successful ALCs 	<ul style="list-style-type: none"> -Padlet to gather self evaluation evidence -Pupil/Staff and Parent/Carer Feedback -CL sampling of One Note use across Faculty 		

3.1 Ensuring Wellbeing, Equality and Inclusion

Change Idea	What we will do this year?	Evidence to be collected to measure impact	January Review How are we doing? How do we know? Next Steps	May Review How are we doing? How do we know? Next Steps
Becoming a proactively anti racist school	<ul style="list-style-type: none"> -Continue to decolonise the curriculum across the school -Articulate clearly to all stakeholders our Equalities Policy and how we deal with incidents of Prejudice -Continue to develop the Anti Racist Circle and increase membership so that pupils continue to take the lead as Equalities Ambassadors -Further enhance opportunities to celebrate difference, similarity and diversity in our school through Modern Languages love of languages day and Culture Day -Ensure all staff have an understanding of their roles and responsibilities in promoting anti racist practice 	<ul style="list-style-type: none"> -Anti Racist Circle minutes -Pupil Voice Survey/Focus Groups -Audit Reporting of Racist incidents – case studies practice/pupil follow up discussions -Staff feedback re roles and responsibilities -LT Minutes/Faculty Minutes 		
GIRFEC and safeguarding	<ul style="list-style-type: none"> --Ensure all staff have an understanding of their roles and responsibilities in applying GIRFEC principles and practice (revisiting expectations and the roles of practitioner during CAT time) -Engage in a safeguarding review with another CEC school who have been recently inspected -Participate in any CEC sampling of Equalities and Safeguarding practice from August 2024 	<ul style="list-style-type: none"> -Case Studies Audit internally -Outcome of review with other school -Outcome of CEC sampling -Staff focus groups 		

<p>Vision for Enhanced Support Provision</p>	<ul style="list-style-type: none"> -Create a vision for Enhanced Support Provision in the new school -Continue to develop Pupil Led ASD Workshops within our Learning Community 	<ul style="list-style-type: none"> -Direct views from staff, pupils and parents/carers -Attendance monitoring -Outcomes for young people – attainment and achievement data -Staff feedback from primary schools re ASD training session led by pupils -Focus groups with CCHS pupils to ascertain impact of training in practice 		
<p>Wellbeing</p>	<ul style="list-style-type: none"> -Continue to develop our pupil and staff wellbeing strategy -Act on pupil voice feedback and create a wellbeing directory on Teams 	<ul style="list-style-type: none"> - Direct views from staff, pupils and parents/carers -Pupil and Staff Wellbeing Survey – direct comparisons to last session -Pupil focus groups re wellbeing directory 		
<p>The Promise, The Currie Way</p>	<ul style="list-style-type: none"> -Appoint an Assistant Pupil Support Leader to lead the strategic direction of The Promise at CCHS -The APSL will work closely with Local Authority colleagues to ensure we are learning about best practice in supporting our care experience learners 	<ul style="list-style-type: none"> -Minutes of 1-1 meetings with pupils and APSL C/E -Attendance monitoring -Outcomes for young people – attainment and achievement data (wider achievement too) -PSG minutes 		

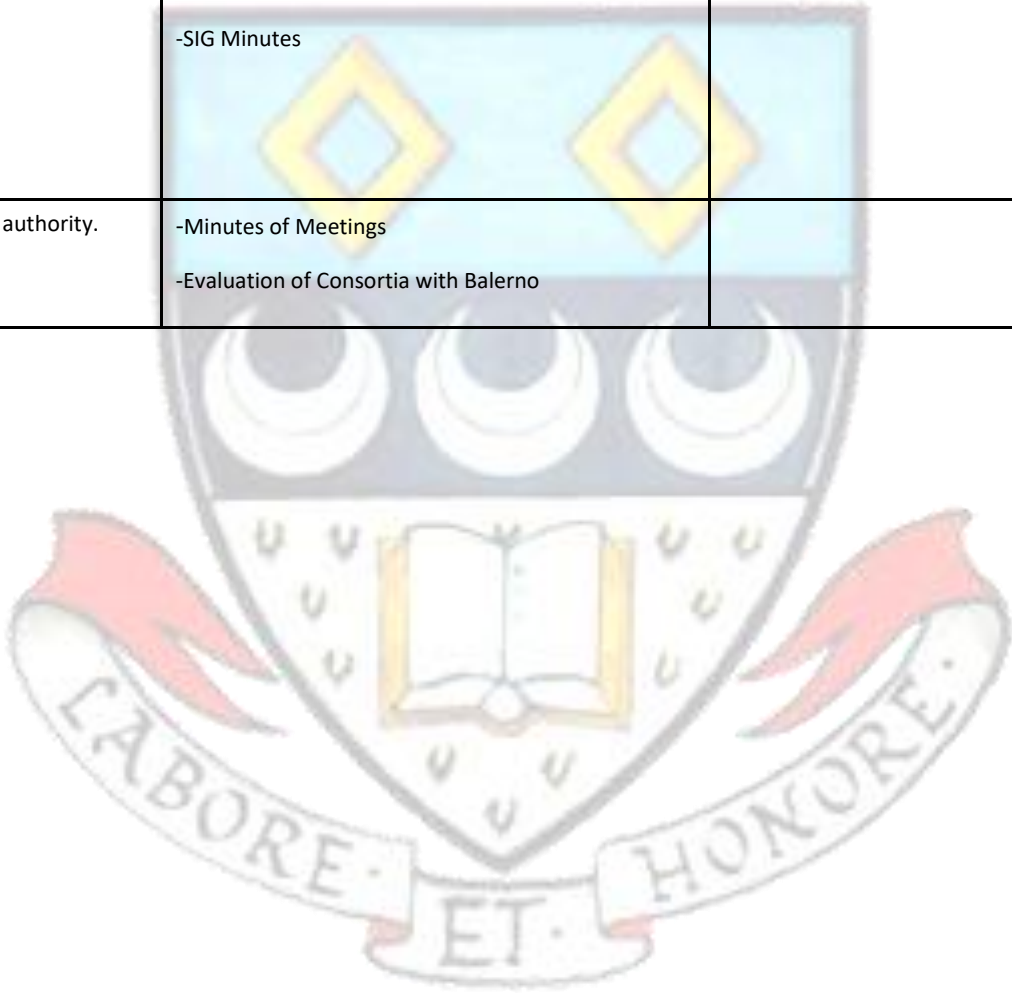
3.2 Raising Attainment and Achievement

Change Idea	What we will do this year?	Evidence to be collected to measure impact	January Review How are we doing? How do we know? Next Steps	May Review How are we doing? How do we know? Next Steps
All teachers using the new T&M system confidently to monitor and track attainment/ identify interventions	<ul style="list-style-type: none"> -Introduce new T&M system focusing on tools for identifying interventions -In house CLPL for all staff to have confidence in using the data -In house INSIGHT training in September led by in school teaching staff 	<ul style="list-style-type: none"> Recorded discussion about ‘at risk’ learners/interventions and impact (LT Meeting Minutes, Faculty Meeting Minutes, SLT Minutes) Monitoring impact of interventions via formal and informal assessment data Analysis of tracking data on a monthly basis – BGE/SP 		
A clear Attainment strategy identified at whole school and faculty level	<ul style="list-style-type: none"> -An attainment strategy to be established by the extended leadership team with a focus on roles and responsibilities at every level including universal and targeted supports. (BGE and SP) 	<ul style="list-style-type: none"> LT Meeting Minutes, Faculty Meeting Minutes, SLT Minutes Faculty and SLT Attainment Meeting minutes (September/February) Termly Tracking and Attainment data 		
Develop a system to track wider achievement	<ul style="list-style-type: none"> -Develop the tracking of wider achievement in school and out of school via the new CEC system -Introduce a forms on the website so that all members of the school community can communicate with school about the wider achievements of young people 	<ul style="list-style-type: none"> - Termly tracking of wider achievement (SLT minutes, LT Meeting minutes) - Pupil Voice gathering of information regarding opportunities for wider achievement in school -You said, we will visible action boards 		

3.2 The Curriculum

Change Idea	What we will do this year?	Evidence to be collected to measure impact	January Review How are we doing? How do we know? Next Steps	May Review How are we doing? How do we know? Next Steps
New DYW SIG formed	- Focus of improving DYW delivery in BGE and SP curriculum offering. BGE and SP new DYW strategy by June 2025.	<ul style="list-style-type: none"> -Pathways with Purpose Offering 2024/25 -Attainment and Positive Destinations Data -Pupil Voice Minutes -SIG Minutes 		
S4 into S4 preparation for 7 subjects	- Process of change for current S3 cohort who will study 7 National qualifications in S4 (2025/26) as opposed to 8. June 2025 implementation. Clear communication strategy to support this.	<ul style="list-style-type: none"> -Pathways with Purpose Offering 2024/25 -Attainment and Positive Destinations Data -Pupil Voice Minutes 		
SCQF Gold award to be achieved by June 2026	- SIG to plan this and support. Further focus on pathways and embedding in practice.	<ul style="list-style-type: none"> -Gold evidence padlet for submission -SIG Minutes 		
BGE curriculum review year 1	<p>- Focus on skills for learning, life, and work. DHT Curriculum to chair SIG group.</p> <p>-Continue to explore opportunities locally and across the authority to further create vocational pathways for young people</p>	<ul style="list-style-type: none"> -Review evidence; views, observation, data - Pathways with Purpose Offering 2024/25 -Attainment and Positive Destinations Data -SIG Minutes -Pathways with Purpose Offering 2024/2 		

<p>Further development of SP Curriculum Pathways including creating more partnership links</p>	<p>-Evaluate success of Kier/Black Rock and Pinocchio's Nursery</p>	<p>-Attainment and Positive Destinations Data -Pupil Voice Minutes -SIG Minutes</p>		
<p>Communities of Practice</p>	<p>-Focus on aligning timetables across the authority.</p>	<p>-Minutes of Meetings -Evaluation of Consortia with Balerno</p>		



What will success look like at CCHS....?

1.3 The Currie Way - Leadership for All	2.3 The Currie Way – Learning, Teaching and Assessment	3.1 The Currie Way – Ensuring Wellbeing, Equality and Inclusion	3.2 The Currie Way – Raising Attainment and Achievement for all	2.2 The Currie Way – The Curriculum
<p>Increase opportunities for Pupil Leadership opportunities for the Leadership Academy</p> <p>A 10% increase in number of young people achieving a Leadership Qualification in both the Junior and Senior Phase</p>	<p>The Currie Essentials visible in all lessons, everyday</p>	<p>The impact of decolonising the curriculum is having a positive impact on young people in terms of them feeling represented positively through content and pathways</p>	<p>New T&M system embedded and staff confident in using this as a data and intervention tool</p>	<p>New structure of school day and a move from 8 to 7 NQ's implemented</p>
<p>An increase in the number of parents/carers participating in school improvement groups</p>	<p>Almost all lessons feature pupil led learning approaches</p>	<p>Young people and staff feel safe and supported in school – young people and staff know where to access support and where to report matters</p>	<p>An increase of 5% in measures 5@3, 5@4, 5@5, 5@6 and 1@6</p>	<p>Post 90% satisfaction rate in percentage of young people accessing first course choices</p>
<p>A improved way of communicating outwards</p> <p>Parent/Carer Survey will be sitting on a satisfaction rate of 4.8/5 when engaging in survey number 2 (was previously 3.3/5) in May 2024</p>	<p>BGE Assessment and Moderation Strategy created</p>	<p>All staff have an understanding of their roles and responsibilities in relation to safeguarding and GIRFEC</p> <p>All safeguarding paperwork compliant with CEC policy – review with other CEC (recently HMIE inspected) completed</p>	<p>At risk learners supported at the earliest point to achieve and attain through robust T&M processes at teacher, faculty and whole school level</p>	<p>Review of BGE – 1st phase completed</p>
<p>More robust approaches to self evaluation across the whole school</p> <p>Better scrutiny and triangulation of evidence at all levels</p>	<p>Minimum standard agreed across all staff in using digital technology in the classroom</p>	<p>Young people who are care experienced are support to attain at least Level 4 Literacy and Numeracy and 5@4 NQs by the end of S4</p> <p>APSL Care experience well established in post supporting young people and families through building positive relationships</p>	<p>Wider achievement T&M toolkit created</p>	<p>Learning for Sustainability Audit completed with clear action plan identified.</p>
<p>Middle Leaders Strategy Project enabling visible consistencies in our approach to pupil led learning across faculties</p>	<p>An increase in the number of young people enjoying lessons (80% at least via 2.3 learner survey)</p>	<p>Staff are confident in apply trauma informed related techniques across the school</p>	<p>A whole school data strategy created at all levels</p>	<p>Positive destinations 99.12%</p>

Transition to our new school – February 2025