

Context of the School

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 in the Senior Phase.

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.

Standard and Quality Report 2023-2024

What have we done?	How well are you doing? What's working well for your learners?	How do you know? What evidence do you have of positive impact on learners?	What are you going to do now? What are your improvement priorities in this area?	How would you evaluate this QI using the HGIOS?4/ six-point scale?
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>We have developed a shared vision, values and motto for our school</p> <p>Faculty improvement plans are well aligned to the school improvement plan.</p>	<p>Schools's motto of 'Don't limit your challenges, challenge your limits' was co created with all stakeholders and has a strong focus on aspirations for all young people.</p> <p>The school values of Ambition, Respect and Equality (WeARECurrie) are well embedded and Senior Leaders empower staff at all levels to continue to demonstrate these to establish priorities, make decisions and evaluate the work of change initiatives.</p> <p>Faculty improvement plans are aligned to the school improvement plan.</p> <p>Most teaching and support staff are empowered to</p>	<p>The school's very strong consultative, collaborative approach to strategic planning engages learners, parents, staff and partners effectively. Parents and stakeholders are fully involved in school improvement and kept up to date about the progress of the school improvement plan in a variety of ways. For example, through online engagement, Parents in Partnership Meetings, Improvement Planning parental engagement workshops annual standards and quality report.</p> <p>There is a clear focus on improvement priorities and explicit references to outcomes for learners. This drives a culture of high expectations across the school community.</p> <p>This includes good attainment, effective learning and teaching, a better balanced curriculum that meets the</p>	<p>Co create identity and vision statement for the new school founded on current school values</p> <p>Develop robust approach to self evaluation practice at whole school and faculty level</p> <p>Further develop pupil led opportunities in the classroom – do young people understand the vocabulary of learning? Are they involved in planning learning/co creating success criteria?</p> <p>Create pupil voice action plan for session 2024/25 based on feedback to date</p> <p>Development of Junior Phase Leadership Academy</p> <p>Development of agile leadership practice across middle and senior leaders</p>	<p>Good</p>

<p>Leadership Capacity is well developed across the school</p>	<p>initiate and lead key changes in their faculties</p> <p>There is growing leadership practice amongst staff who lead at whole school level (both middle leaders and teaching staff) Examples of this are Activities Week, Digital Strategic Lead, Assistant Pupil Support Leaders, Development Officer Pedagogy and Equity and Excellence lead</p>	<p>needs of young people, and young people who feel included in the life and work of the school. (Wellbeing Survey)</p> <p>All staff are a member of a School Improvement Group, driving key aspects of school improvement. Staff lead within each of these areas and there is a strong culture of collegiality at all levels. Middle Leader strategy workshop.....</p>	<p>Work towards achieving Rights Respecting Schools Bronze Award</p> <p>Embed Curricular Pathways and evidence impact on learners (senior and middle leaders)</p>	
<p>Development of Senior Phase Leadership Academy and Pupil led roles across the school</p>	<p>Newly introduced Leadership Academy has promoted further ambition in young people to demonstrate their leadership skills. Further opportunities for leadership are strongly evident through the Student Leadership Team, buddying system, Digital Leaders, Equalities Ambassadors, Anti Racist Circle members, Eco Committee, Sports Ambassadors etc.</p>	<p>% of young people engaged in leadership academy in S5 and S6 and achieved level 5 or 6.</p> <p>Impact on young people is increased confidence, increased ability to support their peers, development of leadership skills and applying them in various contexts.</p>		
<p>Knowledge of families and cultural capital is very good driven by data and strong communication around pupil profiling</p>	<p>Staff have a good understanding of the socio-economic context of the school. School staff's focus on fairness for all supports those young people most impacted by poverty.</p>	<p>Staff know their families very well and are aware of the challenges they face. They also use data to identify individuals and groups who require additional support. Teachers monitor closely the progress made by individuals affected by additional challenges such as poverty, care experience or caring responsibilities. This is tracked on a monthly basis at faculty level and attainment has improved across faculties as a result.</p>		

<p>Development of Senior Phase Curriculum</p>	<p>The school leadership team work highly effectively with partners to develop the senior phase curriculum to meet the needs of young people. Pathways with Purpose was launched this session to broaden pathways for young people and to introduce more vocational options.</p>	<p>Curriculum design now aligns particularly well with Developing the Young Workforce (DYW). SDS and DYW staff also work very closely with senior leaders and plan opportunities for learners. This has included the Level 4 Kier construction course delivered in partnership with Edinburgh College (100% pass rate), hair and beauty, the school of rugby and school college partnerships. In 2023 our positive destination figure was 98.59%, a 5 year upwards trend.</p>		
<p>Development of Pupil Voice Strategy</p>	<p>There are strengths in how young people lead improvement across the school. Staff seek the views of young people across the school regularly.</p>	<p>We have developed many platforms for gathering the views of young people which has led to a much better representation of all views including Pupil Voice month, House Councils, Head Teacher Currie Chats, pupil focus groups and Learning and Teaching/Wellbeing Surveys</p>		
<p>Development of CLPL Strategy</p>	<p>Staff demonstrate good use of professional learning to improve their practice. Teachers also undertake highly appropriate professional learning within the school and externally. All professional learning focuses on improving outcomes for all young people.</p>	<p>Teaching staff co delivered CLPL sessions at the recent Currie Learning Festival. Staff had the opportunity to share their expertise.</p> <p>During a recent round of shared classroom experience, it was evident that staff were trying out their new learning to improve engagement and outcomes in the classroom.</p> <p>Triangulation of Self Evaluation Practice:</p> <ul style="list-style-type: none"> • Pupil Improvement Planning workshops • Pupil Voice House Councils • Pupil Focus Groups as part of the Inclusive Practice Review and Shared Classroom experience programme • CEC Inclusive Practice Review Report • Staff Improvement Plan Survey • Parent/Carer Reporting Survey • Parent in Partnership feedback sessions 		

- | | | | | |
|--|--|---|--|--|
| | | <ul style="list-style-type: none">• HT Parent/Carer drop in sessions• Parent/Carer Improvement Planning workshops• Empowering parent/carers evening feedback• Shared Classroom experience report• Scoping meeting with CEC colleagues | | |
|--|--|---|--|--|

QI 2.3 Learning, teaching and assessment (Learning and engagement; Quality of teaching; Effective use of assessment; Planning, tracking and monitoring, Empowered Learning)				
<p>We have created strong conditions for improving the quality of teaching through a shared understanding of excellence, shared expectations and high-quality professional learning.</p> <p>This is having a positive impact on learners' experiences and engagement.</p>	<p>We have made very good progress embedding The Currie Way, our Learning & Teaching policy. Our teachers have agreed the 5 Currie Classroom Essentials which are consistencies that are visible in every classroom, everyday.</p> <p>The Currie Way & The 5 Classroom Essentials are promoted and supported by in-house CLPL Programme, Learning & Teaching Team with Top Tip Tuesday, INSET and CAT sessions.</p> <p>The Currie Way has been linked to the PRD process to identify areas of professional learning and development.</p> <p>All teachers are members of Strategic Improvement Groups (SIG) and there is a representative from each Faculty on the Learning & Teaching SIG.</p> <p>The appointment of Development Officer Pedagogy supports the development of this QI.</p>	<p>Most teachers feel supported to engage in professional learning with 85% reporting this allows them to reflect and improve their practice.</p> <p>Feedback from the Learning Festival in May 2024 was extremely positive with teachers identifying ways that this event had impacted professional knowledge, skill and how this will impact practice</p> <p>Learners report that the school is welcoming and the majority of students report a positive atmosphere in the classroom in (Learning & Teaching Survey)</p> <p>Young people are eager and active participants who are engaged, motivated and interact well during activities (Shared Classroom Experience). Focus groups find that students articulate lots of examples where they find learning enjoyable across curricular areas. Students also cite examples of enjoying choice, group tasks, using digital, leading their own learning, practical experiments, and activities.</p> <p>The majority of students report that they are given the support they need in class to meet their needs and that the level of challenge is 'just right' (Learning & Teaching Survey). The Shared Classroom Experience also observed this in most classrooms.</p> <p>In most lessons the purpose of learning (Currie Essential) was observable in the Shared Classroom Experience.</p> <p>The majority of students reported understanding what success looks like (Currie Essential) in all or most lessons. The Shared Classroom Experience also observed this in the majority of classrooms.</p> <p>Chunking lessons into manageable and engaging parts (Currie Essential) was observable in most lessons the</p>	<p>Pupil Voice surveys, focus groups and Shared Classroom Experience findings show that there is a need to continue to support consistency in the Currie 5 Classroom Essentials:</p> <ul style="list-style-type: none"> - 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 <p>Professional learning and exemplification of these will be a priority to ensure consistently high-quality learning and teaching.</p>	<p style="text-align: center;">Good</p>

		<p>Shared Classroom Experience. There has also been an increase in the number of students reporting involvement in planning what and how they learn (Learning & Teaching Survey).</p> <p>Teachers checking for understanding (Currie Essential) was observable in most lessons in the Shared Classroom Experience. Less than half of students report opportunities to peer and self-assess and receive feedback that moves their learning forward (Currie Essential).</p>		
<p>Learner participation and pupil voice have informed learning and teaching, self-evaluation and improvement planning</p>	<p>Pupil voice has been strengthened this session through the Student Leadership Team leading Pupil Voice Month in November and House Councils for BGE and Seniors in February.</p> <p>Pupil Voice is shaping developments in some Faculties, for example the topics and activities in S1 Modern Studies where the teachers undertook a Collaborative Enquiry on this topic.</p> <p>Student views are sought throughout the year in surveys e.g. Learning & Teaching, Wellbeing, Currie HT Chats Focus Group</p> <p>Digital Leaders have organised and delivered sessions for Digital Discoveries Week 2024. They also delivered a</p>	<p>Pupil Voice has resulted in clear feedback from students with an action plan identified by the Student Leadership Team.</p> <p>Pupil Voice gathered using pedagogical research methods has shaped the development of the curriculum in Modern Studies, pedagogical choices and the learning environment. Students are reporting increased enjoyment and engagement as a result. This is excellent practice that was shared at the Learning Festival.</p> <p>Digital Discoveries Week 2024 student average 4 out of 5 rating for the 3-days, along with an average 74% confidence with the event</p> <p>82% of students said that the how to use their iPad sessions with S1 were good</p>	<p>Pupil Voice has generated a lot of information this session. The Action Plan identified by the Student Leadership Team will be actioned next session by the incoming Team.</p> <p>This will also involve the Student Leadership Team communicating clearly to the whole school community what actions have been taken based on Pupil Voice feedback.</p> <p>Run currieddw25</p> <p>S1 sessions to be applied at time of new S1 rollout instead of during the year</p>	

	<p>session to new S1 students on 'how to use your iPad'</p> <p>Digital S1 sessions in class</p>			
<p>We are effectively using assessment to inform planning and using a range of strategies to provide feedback to learners.</p>	<p>Teachers are using a range of approaches to allow young people the opportunity to show their skills, knowledge and understanding.</p> <p>Most faculties complete self-evaluation work with students in lessons and following formal assessments. Staff use the next steps for planning learning and teaching.</p> <p>Staff continue to be confident in gathering a range of evidence to inform decisions around reporting and final SQA estimates in the Senior Phase. Faculties are continuing with thorough moderation procedures, particularly with formal assessments.</p>	<p>Shared classroom experience reports highlight that pupils are being given choice of outcome and, in some faculties, agreeing assessment criteria and having opportunity for self and peer assessment. 63% of learners identified in the L&T survey they have choice in some, most or all of their lessons and 78% have the opportunity to self or peer assess.</p> <p>The use of self-evaluation tools has been discussed as part of the mid-year attainment review meetings and reports. It's also been observed as part of faculty level shared classroom experience. Teachers were using a range of exit passes and other formative assessment tools to gather data to inform planning for the following lessons. The majority of young people stated in the L&T survey that in some, most or all of their classes teachers check for understanding.</p> <p>Pupils highlighted in Learning and Teaching discussions that staff give verbal feedback through learner conversations, and written feedback on TEAMS assignments or in jotters/ written work.</p> <p>Verification feedback from SQA in Technologies, Social Subjects and Health and Wellbeing has been very positive – all assessment judgements were accepted and good practice identified. When learners have been unable to sit exams (and exceptional circumstances requests submitted) the final SQA results awarded reflect the school estimates. SQA estimates are evidence based, staff confidence with this is increasing. Faculty attainment reports show that most students are performing as predicted or better than their estimates.</p>	<p>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.</p> <p>Build staff capacity in developing ways of ensuring learners in the BGE can articulate where they are in their learning and how to improve.</p> <p>Explore more effective ways of delivering feedback is also a priority area.</p> <p>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.</p>	

	Staff across the curricular areas have a good knowledge and understanding of the expected standards for National Qualifications and share these with students as part of learning and teaching – through modelling of skills and techniques.	Just over two thirds of students shared in the L&T survey that they understand how they are doing in subjects and what success looks like in all/ most lessons. Also links back to success in our verification and estimates.	Middle leaders have identified the need to develop a clear assessment and moderation strategy for BGE across the whole school.	
We have continued to develop our use of EDICT for monitoring and evaluating learners' progress this year.	This has included looking at measures being put in places to help those at risk of not achieving. Staff are growing in confidence in using the data to then implement relevant interventions to support learners. Sharing of good practice in this area was delivered by CL Maths to the wider leadership team and this has then been adopted across faculties.	Minutes of monthly discussions at faculty meetings of “at risk” learners and a range of intervention strategies seen. These include: L&T approaches, parental contact through support letters, supported study sessions. English ran targeted support sessions in core time (learners only sitting 1 Higher and all passed and 4 of 6 candidates aspirationally coursed for N5 passed).	Next step is developing confidence of range of interventions at class level. Significantly this year will be introducing new T&M system being rolled out by across the local authority and exploring how this can further develop our work in using data to support learners' progress, particularly within BGE. Developing middle leaders' confidence in understanding data and how they feed into wider attainment picture of the whole school is another area we need to further embed.	
Supporting students, parents/carers and staff to build capacity in using technology to support differentiated learning for all	Four teaching staff taking part in Apple Learning Coach to facilitate CLPL for all staff Creation of the Currie Learning Hub, linked to TCW for OneNote and Teams, as a 1-stop-shop Provision of in-house Digital CLPL with focus on school priorities of OneNote,	All staff have been working towards a consistent Teams experience across all classes 81% of teachers strongly agreed or agreed that their confidence had increased over the last year when using iPads to support students learning experience 84% of staff have said that moving the A-Z on SharePoint has been very good Top 5 departments using digital/iPads regularly, stated by the students are Business Education, Computing Science, English, Maths and Modern Studies	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	

	<p>Teams, Accessibility and Apple Classroom, linking to TCW</p> <p>JS took part in the CEC Thematic Review for Empowered Learning, and has brought back details to assist with improving our planning and delivery</p> <p>May Learning Festival has Digital at its heart, with staff sharing practice</p> <p>Attempted to improve charging facilities for iPads</p> <p>Moving the A-Z to SharePoint has been very beneficial</p> <p>Member of staff completed the MLLC course with Education Scotland, linked to Empowered Learning at Currie</p>	<p>Average 3.5 out of 4 rating for in-house CLPL, with 15% stating this is not a priority for them (further review of this needs to happen)</p> <p>Staff have a 76% rating of at least good for technical support, though 22% believe it is average to poor (with most concerns over length of time to get support or being referred onto CGI)</p> <p>3 out of 4 ALC course staff have been successfully accredited with being an ALC (waiting on final result)</p> <p>Concern over number of students not coming with a charged iPad or no charger (leaving at home), unfortunately there is no cost effective solution</p>	<p>For effective classroom management of devices, Apple Classroom to be set as standard, including links to CLPL</p> <p>Encourage additional staff to complete Apple Learning Coach course, with aim of 2 or 3 to complete</p> <p>Use of mock Learning Space to support digital CLPL for moving to the new school</p> <p>Develop the use of Learning Symbols as part of consistency in OneNote and PPTs</p> <p>Still major concerns with Wi-Fi and this will need to have a Dacoll audit to influence and prepare for the new school</p> <p>Development Digital Literacy (fluency) programme across S1, S2 and S3 being developed and run in 2024-25</p>	
--	---	--	--	--

QI 3.1 Ensuring wellbeing, equality and inclusion (Wellbeing; Fulfilment of statutory duties; Inclusion and equality)

<p>WELLBEING:</p> <p>Recognising the importance of staff wellbeing and positive impact of this on pupil wellbeing.</p> <p>Raising the profile of mental health for all pupils.</p>	<p>Staff wellbeing survey conducted by Head Teacher. Some practical actions arose from this: new email approach (none sent after 6pm); information shared in staff room about PAMASSIST entitlements; Maggie Grieve leading on new Staff Communication group.</p> <p>Increased opportunities for staff to meet to socialise out with their faculties – including bring a dish on in-service days; Burns Supper reintroduced; fitness opportunities delivered by wellbeing Pupil Support Officer.</p> <p>Promotion of Young People and Children’s Mental Health Week (some materials and resources trialled in some PSE classes).</p> <p>Young Minds Matters materials inserted into PSE curriculum for S1-S4.</p>	<p>Attendance and engagement has been good at the various events and a sense of community among the staff is clear to see.</p> <p>Response to wellbeing survey was generally positive and some actions agreed – including 1-1 risk assessment with Head Teacher if any member of staff identified as feeling “unsafe” at work.</p> <p>Survey completed by Senior House reps on wellbeing and collated.</p> <p>Survey completed by Stop It Now in April/ May.</p> <p>Whole school survey completed in May/ June based on Education Scotland survey.</p> <p>Overall attendance is good across the year groups at an average of 95 %; exclusion rates are low; attainment continues to be good and SEEMIS referrals are low.</p>	<p>PSL has completed the Mental Health “Train the Trainer” course and will look to put this in place next session.</p> <p>Repeat the staff survey with staff next session to gauge impact of current supports.</p> <p>Increase opportunities for staff social time in and out of school.</p> <p>Opportunities to refresh the promotion of wellbeing supports across the school.</p> <p>Results of various surveys completed in recent weeks to be analysed by Integrated Support Team and Senior Leadership Team to identify strategic improvements/ priorities. (some initial feedback is highlighted below)</p>	<p>Good</p>
---	---	---	---	-------------

<p>Widened out and created more capacity within the Pupil Support Leaders.</p> <p>EQUALITY AND INCLUSION :</p> <p>Increase opportunities for staff to contribute to the school's work on equality.</p>	<p>Vaping survey completed in PSE classes and results analysed by CEC working group which Maggie Grieve attends.</p> <p>Four Assistant PSLs appointed to support the work of the PSLs.</p> <p>One remit focuses on Care Experienced and Young Carers. This will be a strategic focus next session</p> <p>Staff working group established to explore ways of increasing anti- racism approaches including two staff CPD sessions on the decolonisation of the curriculum.</p>	<p>Wellbeing HUB has supported a number of young people with emotional, social and behavioural barriers to learning. This had led to better outcomes overall in S1-3 and for some of our S4 learners. 5 pupils who might have left at the end of S4 are now staying on with a positive pathway in S5.</p> <p>Positive impact on learners can be evidenced once staff are fully in place.</p> <p>Padlet has recorded staff inputs and feedback which and discussions in Staff Improvement Group gives staff an opportunity to feedback.</p> <p>Whole school audit of ways we can decolonise the curriculum completed.</p>	<p>Evaluate the recent updates to the PSE programme at the end of the year.</p> <p>Review/ evaluate the work and impact of the wellbeing Hub with staff, pupils and parents/carers.</p> <p>Identify caseloads for Assistant PSLs.</p> <p>Implement the full remits and monitor impact of this role through observation and direct views.</p> <p>Implement Whole School 'The Currie Way – The Promise' strategy to ensure all care experienced young people are well supported to attain and achieve.</p> <p>Continue with the work of the staff working group to work collegiately to identify and share good practice as well as areas for improvement.</p> <p>Use the decolonising the curriculum data to shape improvements.</p>	
--	--	--	---	--

<p>Look out from the school to engage with other professionals.</p>	<p>Working alongside Education Scotland – Hakim Dim – who has visited the school and met with staff and pupils and will help shape our anti-racist approaches.</p>	<p>Staff have overwhelmingly shown a desire to contribute to various opportunities.</p>	<p>Plan and deliver CAT and in-service opportunities to promote the work of the staff improvement group.</p>	
<p>Increase opportunities for pupils to contribute to anti-racism work.</p>	<p>Reporting racism poster developed to facilitate easier ways to report an incident of prejudice.–</p> <p>First year of anti-racism circle – safer, braver space for pupils to come together to discuss issues and facilitated by Sharon Hockaday.</p>	<p>Few incidents have been reported using this approach.</p> <p>Work of the pupils has fed into staff training.</p> <p>This group identified the phonetic pronunciation of names as a project.</p>	<p>Creating a directory of supports including a way of reporting an incident in a more discreet way.</p> <p>Continue opportunities for pupils to feed into staff training.</p> <p>Embed the phonetic approach into SEEMIS.</p>	
<p>Continue to ensure that Currie Hgh School has equality at the heart of everything we do.</p>	<p>The work of the Equality Ambassadors has continued this year with a diverse group representing a range ethnicities. This work has included: Show Racism the Red Card Day competition:</p> <p>Pupil in S1 wrote a poem which was delivered to elected representatives.</p> <p>Raised money donated to Local Charity – SCORE</p> <p>Ambassadors attend a LGBT young peoples event at Fruit Market to support</p>	<p>Engagement by staff and pupils in the various activities and opportunities highlighted has been excellent. Pupils have responded very positively in terms of promoting their own cultures and learning about others.</p> <p>Incidents of prejudice remain low and continue to be followed up by Pupil Support Leaders and Support Depute, working with pupils, parents and School Link Officer as required in line with authority policy.</p>	<p>Continue to be pupil led in terms of identifying opportunities to promote diversity and equality.</p> <p>Improve the monitoring of incidents of prejudice at a strategic level including SLT.</p> <p>Review the impact of “Culture Day” and seek to widen out to parents and carers next session.</p> <p>Staff CLPL session in August Inset led by Hakim Dim</p>	

<p>Continue to explore ways to ensure the pupils and families are supported in the area of Equity.</p> <p>Continue to ensure Currie High is a school that inclusive for all learners.</p>	<p>good practice across the city – our pupils gave a presentation to the group. Identified possible ways to support young people wanting to participate in Pride.</p> <p>Ambassadors organised “Culture Day” – range of activities for S3 to promote the various cultures represented in the school.</p> <p>Data collated by Equity lead to identify pupils and families who may require support in the area of equity.</p> <p>Range of interventions identified and partnership working established to access support out with school.</p> <p>PS0 role – appointed this year to work operationally: networking with partners; day to day deployment of resources; school contact for families and supporting with applications for funds.</p> <p>Promoted the CIRCLE supports to staff and parents at the recent Currie Learning Festival and Child Planning Meetings as part of Transition for P7s this year</p>	<p>A range of families have been supported with resources sourced from partners.</p> <p>Individual and anecdotal feedback from families and individuals and is very positive.</p> <p>A range of partners are working with the school to offer support.</p> <p>Feedback will be collated this upcoming year as part of pupil trails.</p>	<p>Use data collated to Identify patterns across the school and focus support more specifically.</p> <p>Evaluate equity of learner experience in the classroom and across the curriculum</p> <p>Conduct Pupil Trails to gather evidence of impact of CIRCLE approaches.</p> <p>Seek further whole school training for staff from Educational Psychologist and ASL link.</p>	
---	--	---	---	--

QI 3.2 Raising attainment and achievement (Attainment in literacy and numeracy; Attainment over time; Overall quality of learners' achievement; Equity for all learners)

<p>Good progress has been made on stretch aims and the impact on Literacy and Numeracy data as well as percentage of leavers achieving 1@5 and 1@6 qualifications</p> <p>With the introduction of EDICT, we have been focusing on using data all levels to ensure that targeted interventions are identified early on to support 'at risk learners', 'borderline learners' and those that require further acceleration</p> <p>Faculty and SLT Meeting discussions about Equity Cohorts where sharing of practice and intervention discussions take place</p> <p>We have a clear whole school attainment strategy focused on positive outcomes for learners</p>	<p>We have improved how we track young people who are at risk of not achieving Level 3 Literacy and Numeracy by the end of S3 and Level 4 by the end of S4. There has been a strong emphasis on instilling confidence in teachers to make accurate judgements and the ACEL experience has supported a far more robust approach to moderation. Faculty meetings enable discussions about at risk learners and also provide the platform to discuss targeted interventions. An additional class in both S3 Maths and English has allowed for more focused learning and targeted support. There is also a strong focus on skills development in the S3 courses in both English and Maths and level 4 and 5 where appropriate whilst still maintaining a Broad General Education. In addition to this, we course aspirationally at National 5 level to ensure that Predictions about pupils' attainment levels, submitted in November and March, have been used as a valid source of assessment information to plan for all</p>	<ul style="list-style-type: none"> • Insight Data including positive destinations data • Faculty attainment data reports • Whole school analysis • Formative assessment techniques and formal assessment data • Outcomes for learners, both attainment and achievement • Faculty, Leadership Team and Year Head meeting minutes focused on individual learners and identified supports to add value • Stretch aim comparisons <p>Evidence of Impact: Tracking meetings demonstrate that almost all class teachers are confident in using data to ensure that pupils' needs are met with appropriate interventions at an early stage. Class teachers use equity cohort data to meet the needs of all learners. Literacy and Numeracy ACEL data is very encouraging and in Literacy translates at National 5 level. There is less of a correlation in Numeracy and we need to have deeper discussions about Numeracy and Maths outcomes at level 5 and clearly identify gaps. Improved pathways in Maths including the introduction of Applications of Maths at National 5 and Higher are contributing to better outcomes.</p> <p>Positive Destinations: 2021 – 100%, 2022 – 99.2%, 2023 – 98.59%. 2 pupils, circumstances known and close partnership working with family. CCHS have consistently performed VC and this year VC was 97.54%.</p> <p>Attainment in Literacy and Numeracy:</p> <p>Performance in Numeracy and Literacy is strong when looking at individual cohort data and leavers data. All measures are above VC and there is an improving trend, particularly in Numeracy.</p>	<p>Introduce a brand new approach to Self Evaluation practice from classroom to whole school level</p> <p>Work with brand new CEC one page document to measure attainment, inform attainment reports and analyse data alongside middle leaders</p> <p>Teaching staff to deliver in an house Insight data session for all staff</p> <p>Work with Scot Gov Insight team to further analyse attainment data in September 2024</p> <p>Continue to scrutinise data at all levels to ensure that teachers are confident in identifying both universal and targeted supports</p> <p>A focus on accelerating learning for the Highest 20% attaining cohorts at classroom level (The Currie Way)</p> <p>Increase focus on Literacy and Numeracy attainment in the BGE through collaboration and close working within our learning community.</p> <p>Continue to build on last session's programme of collegiate activity time within the learning community identified so that assessment and moderation of Literacy and</p>	<p>Good</p>
--	---	---	---	-------------

	<p>children and young people with gaps in literacy and numeracy skills. SRA programmes and reading programmes support those young people who are identified early to improve outcomes in listening, writing, reading, talking and numeracy skills.</p>	<p>Literacy/Numeracy: % of leavers attaining Level 4 Literacy = 100% in 2021, 100% 2022, 99.12% in 2023</p> <p>% leavers attaining Level 4 Numeracy = 99.27% in 2021 and 96.34% in 2022, above VC 96.08, 99.12 in 2023 all above VC</p> <p>% of leavers attaining Level 5 Literacy = 97.56% in 2021 (below VC) and 98.78% in 2022 (above VC) 99.12% in 2023 (above VC)</p> <p>% leavers attaining Level 5 Numeracy = 97.56% in 2021 (above VC) 93.90% in 2022 (above VC) 96.46% in 2023 (above VC)</p> <p><i>*Progress with stretch aims and attainment for all data to be shared in August when formal exam result data is available*</i></p> <p>ACEL data:</p> <p>ACEL data continues to be strong and in line with progression at National 4 and 5 level. There have been improvements in attainment in both Numeracy and Literacy this session.</p> <p>2024:</p> <p>S3 Numeracy:</p> <p>% on track to achieve 3rd level or better – 95.4% % on track to achieve Fourth level – 85%</p> <p>S3 Literacy:</p> <p>% on track to achieve 3rd level or better – 97.4% % on track to achieve Fourth level – 85.6%</p>	<p>Numeracy outcomes are well understood by all</p> <p>We will plan opportunities at school, and learning community levels (at least 2 sessions), to engage in moderation activity focused on either Literacy or Numeracy</p> <p>Work closely with the Transition teacher to support the identification of appropriate interventions for young people as they transition to high school</p> <p>Arrange system for the SfL team to share equity profiles with PSAs/PSOs on a regular basis to update information from ongoing targeted interventions.</p> <p>Introduce new CEC tracking, reporting and monitoring tool</p> <p>A stronger focus on assessment/moderation in the BGE across all curricular areas led by middle leaders</p> <p>Continue with termly attainment meetings for all curricular areas involving integrated support colleagues in discussions about individuals</p> <p>Ensure consistency in the quality of learner conversations and feedback for young people</p> <p>Embed 'The Currie Way' and 'The Currie Essentials' to establish</p>	
--	--	---	--	--

		<p>2023:</p> <p>S3 Numeracy:</p> <p>% on track to achieve 3rd level or better – 92.2% % on track to achieve Fourth level – 81.8%</p> <p>S3 Literacy:</p> <p>% on track to achieve 3rd level or better – 93.5% % on track to achieve Fourth level – 76.6%</p> <p>2022:</p> <p>S3 Numeracy:</p> <p>% on track to achieve 3rd level or better – 94.2% % on track to achieve Fourth level – 84.7%</p> <p>S3 Literacy:</p> <p>% on track to achieve 3rd level or better – 95% % on track to achieve Fourth level – 83%</p> <p>Attainment Over Time:</p> <p>The average tariff score of school leavers for the lowest 20%, middle 60% and highest 20% of attainers is as follows:</p> <p>In S4, the lowest attaining 20% and middle 60% of young people have performed above VC. The highest attaining 20% of young people have performed just below VC.</p> <p>In S5, all cohorts, have performed above VC.</p> <p>In S6, the lowest attaining 20% and middle 60% of young people have performed below VC. The highest attaining 20% of young people have performed above VC.</p>	<p>consistency in excellent practice in every classroom</p> <p>Create the conditions where the extended leadership team can discuss 'at risk' pupils earlier in the session</p> <p>Work closely with parents/carers and partners to raise attainment including a 'Support for all – The Currie Way' conversation café for parents/carers in the new school</p> <p>Use the new CEC Tracking system to tracking wider achievement</p> <p>Introduce a more formalised way of understanding what wider achievement activities young people are involved in</p> <p>A strong focus on depth of learning through improved, flexible pathways and changes to our curriculum structure</p> <p>Data rich discussion item at every Learning Community meeting next session with a focus on listening and talking. Data from P4 up to be analysed more closely to identify interventions. A Literacy Champion has been appointed for 2 days per week to engage with the CEC literacy strategy.</p>	
--	--	---	--	--

Overall quality of learners' achievement:

More effective use of data to ensure the school is well informed about the achievements of young people in school and in the community. This needs to be better tracked next session.

Engagement in learning and building resilience is developed through experiences such as Youth Vision, Forest Schools and the Wave Project. These interventions have been particularly impactful with young people who are displaying risk taking behaviours. A wide range of accredited awards are offered including Duke of Edinburgh, Saltire Award, John Muir Award and SCQF Leadership Award.

Activities week which was introduced last session enables young people to further build respectful relationships with staff resulting in improved engagement with learning.

The introduction of more vocational courses has also had a positive impact on a young person's engagement with other courses in the Senior Phase. This is particularly true of the level 4 Kier Construction course, delivered in partnership with Edinburgh College. This is also true of the work we are doing in the ESB senior phase to support appropriate pathways.

Volunteering and leadership are supporting further aspirations in the school and community. High school learners support a number of primary transition events and this has led to some paid employment opportunities.

Equity for all learners:

Senior Leaders and teachers have strategies in place to ensure that no young person is at risk of underperforming due to socio economic disadvantage. SIMD data is analysed although attainment patterns are not explicitly linked to the deciles. Staff know learners well and

		<p>discuss at monthly meetings the learners that are at risk of not achieving. Targeted interventions are identified based on learner profile and need. Our Equity lead tracks data on a monthly basis</p>		
--	--	--	--	--

QI 2.1 Safeguarding and Child Protection (Arrangements for safeguarding, including child protection; Arrangements to ensure wellbeing; National guidance and legislation)

<p>We continue to make safeguarding and Child Protection a priority for all staff in the school.</p>	<p>Designated member of staff for Child Protection attended recent meeting with Authority Lead re: revised National Guidance for Child Protection and changed to the Edinburgh and Lothians Child Protection Procedures</p> <p>Designated Member of staff for Child Protection shadowed authority Child Protection Lead as part of School Self Evaluation Process at Woodlands School to gain insight into Education Scotland expectations.</p>	<p>Evidence of positive impact comes through individual cases in which young people are connected to supports/ agencies For example this current year young people experiencing child protection/ safeguarding issues have been referred to Stop It Now, Shakti, The Rock Trust, The STAR Project, or allocated a social worker.</p> <p>Whole school survey completed in May 2024 – Education Scotland questionnaire used with a few questions aligning to Child Protection and Safe Guarding</p> <p>At YPPMs and other meetings with the Integrated Support Team young people’s views are taken into account using the SHANNARI indicators. Feedback from these meetings is positive. SEEMIS referrals are low in terms of issues with emotional, social and behavioural dysregulation. Parental feedback is also sought and on the whole is positive.</p>	<p>Explore case studies at Integrated Support Team meetings and Senior Management level to learn more about our trends, identify any additional training needed for staff and evaluation the effectiveness of our approaches.</p> <p>Use the data from the survey to reflect strategically on our practice in terms of procedures and supports for young people and their families.</p>	<p>Choose an item.</p>
<p>Focus specifically on those young people who have experienced Adverse Childhood Experiences. Enhance staff awareness and supports.</p>	<p>Delivery to whole staff of authority training on Adverse Childhood Experiences. Delivered in January 2024 by Ariana De Matas (Educational Pyschologist) and Catriona McLean (ASL Service Leader)</p> <p>Staff are informed of issues related to adverse childhood experiences both generally through the training and</p>	<p>Wellbeing and child protection folders are regularly reviewed by Support Depute.</p> <p>Issues are identified quickly, decisions are often made jointly by Head Teacher and Designated Member of Staff and information passed on to Social Care Direct and relevant advice followed. Effective joint working with partners such as Police Scotland, Social Work or other agencies take place with Lead Professionals across the spectrum of the Integrated Support Team. Records are maintained for CP folders and Wellbeing and Inclusion folders as required.</p> <p>Survey identified a number of positives:</p>	<p>Refresh our ways of promoting access to support and the entitlement every young person has to a “trusted adult” – explicitly promote this with pupils.</p>	

<p>Ensuring the recording of wellbeing concerns and child protection incidents.</p>	<p>specifically through updates on individuals via the A-Z. Restorative approaches and individual strategies are used to address issues with a strong emphasis on relationships. Wellbeing HUB used effectively to regulate young people and staff deployed to support identified young people in classes and facilitate restorative conversations.</p> <p>Designated member of staff has attended training and implementing the new guidelines for recording of information from then authority.</p> <p>Staff are familiar with our internal procedures for child protection and safeguarding effectively use appropriate referrals based on disclosures or observations.</p>	<p>“Most” young people feel safe in school and “few” pupils feel unsafe.</p> <p>“Most” young people have someone in school they can speak to if they are unset or worried. “Few” pupils feel they have no one to speak to.</p> <ul style="list-style-type: none"> • 78% pupils feel safe in the school • 10 % feel unsafe • 12% answered don’t know <ul style="list-style-type: none"> • 75% pupils have someone to talk to • 12 % say they don’t have someone to talk to <p>13 % answered don’t know</p>	<p>Designated member of staff will invite in authority lead on child protection to review records. We will also engage with authority review from August onwards and have added CP and Wellbeing records to our Learning Community Meetings as part of our self assurance calendar. This too will commence from August.</p>	
---	--	--	---	--

<p>Pupils' views collected to measure impact of safeguarding.</p>	<p>May and June 2024 – survey carried out across the school using the questions used by Education Scotland.</p> <p>Evidence shows that relationships with staff and pupils are positive and on the whole pupils feel safe and cared for in the school.</p> <p>Senior Leadership Team are prominent around the school both during lessons and at social times. This helps ensure safety with few issues in the school itself.</p>		<p>The detail of the question on “safe” identifies two main areas:</p> <ul style="list-style-type: none">• Vaping issue in toilets• Some of our ASD learners finding the corridors and other areas of the school noisy at certain times. <p>Toilets have been refreshed and will be fitted with detectors. We will explore “Quiet Corridor” signage.</p> <p>We will promote again the role of any staff as a “Trusted Adult” and delve deeper into what pupils think by arranging focus groups in the new session.</p>	
---	--	--	---	--

QI 2.2 Curriculum: Theme 3 Learning pathways

<p>Rationale and Design</p> <p>Full review of SP curriculum offering to improve opportunities for all pupils.</p> <p>Curriculum rationale reviewed via SIG, parent/carer, and pupil consultation. Aligns with new school values.</p> <p>Structure of the school week changed from 28 period week to 32 to allow for wider curriculum delivery.</p> <p>Alignment of two columns in the SP with Balerno High School which has enhanced SP curriculum offering further.</p> <p>Development of the Curriculum</p> <p>Implementation of new course offering at NPA level. 8 in total being delivered and 12 offered in Senior Phase Pathways.</p> <p>Partnership working with Kier Construction,</p>	<p>Good progress has been made in this area over the last year.</p> <p>SP curriculum offerings have greatly enhanced the opportunities in the SP which has become more inclusive. A particular focus on a more inclusive approach and offering.</p> <p>Partnership working has been successful particularly the work done with Kier Construction and the Scottish Rugby Union. 18 S4 pupils have gained level 4 and 5 qualifications as a result.</p> <p>The change of structure to the school week has allowed for greater curriculum offering throughout the school in both SP and BGE.</p> <p>A wider offering in S3 has resulted in more opportunities for young people. Pupils have made 9 choices which has ensured the broad curriculum delivery is still on offer. New courses have been</p>	<p>Parental / Carer Feedback via PiP and discussion.</p> <p>Pupil Voice. Focus groups and pupil surveys. Focus on SP Curriculum offering at 2023/24 SP induction days.</p> <p>Staff professional dialogue and feedback via SIG and leadership team meetings.</p> <p>Authority recognition of partnership with Kier Construction. In addition, schools from out with authority have come to view good practice.</p> <p>National recognition of Kier Construction partnership working within construction sector. Staff team presented at Learning Places Scotland National Event in Glasgow. Bronze and Silver SCQF Award achieved.</p> <p>Attainment data over time will indicate impact of curriculum changes. This will be a focus of analysis in August 2025.</p>	<p>Further development of curriculum offering in SP for more inclusive pathways. Looking inwards. March 2025.</p> <p>Further development of partnerships working to enhance curriculum delivery for all. Looking outwards. March 2025.</p> <p>Continue to keep abreast of national picture and in particular The Hayward Review and The Muir Report. Clarity on what this means for CCHS. DHT Curriculum to chair Communities of Practice for the locality and be part of authority working group looking at aligning timetables across the authority.</p> <p>BGE curriculum review year 1 with focus on skills for learning, life, and work. DHT Curriculum to chair SIG group.</p> <p>SCQF Gold award to be achieved by June 2026. SIG to plan this and support. Further focus on pathways and embedding in practice.</p> <p>New DYW SIG formed. Focus of improving DYW delivery in BGE and SP curriculum offering. BGE and SP new DYW strategy by June 2025.</p>	<p>Choose an item.</p>
---	--	--	---	------------------------

<p>Pinocchio's Nursery, Scottish Rugby Union, Professional Salon Training and BlackRock financial services. Providing a wider and more relevant curriculum for all young people.</p> <p>Faculty Rota timetabled into all BGE timetables (2 periods in S1, 2 periods in S2 and 1 period in S3) focusing on skills and challenge.</p> <p>Learning Pathways</p> <p>“Pathways with Purpose” web page launched. A more informative way of parents/carers and pupils to plan pathways throughout the SP.</p> <p>New Pathways coursing process implemented in both BGE and SP. More accurate coursing process for young people.</p> <p>Every Faculty offering at least one new pathway in the SP which has widened opportunities for all young people.</p>	<p>implemented in Modern Languages and a Hair and Beauty pathway.</p>		<p>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.</p>	
--	---	--	--	--

<p>New SP ESB Curriculum offering in 6 Faculty areas. A wider offering for all.</p> <p>Skills for learning, life, and Work</p> <p>Partnership working with Kier Construction, Pinocchio's Nursery, Scottish Rugby Union, Professional Salon Training and BlackRock financial services has provided/will provide a more relevant curriculum to pupils.</p> <p>DYW coordinator working with Faculty CLs on curriculum delivery. External inputs have supported this.</p> <p>Inaugural Communities of Practice "ASN Pathways Evening" hosted at CCHS. Attended by families from four schools within the locality.</p>				
---	--	--	--	--

QI 2.7 Partnerships: Theme 3 Impact on learners (parental engagement only)

<p>Digital engagement with parents/carers</p>	<p>Digital Leaders have delivered 'how to use your iPad' to parents/carers</p> <p>Successfully created a Teams – The Currie Way for Parents/Carers</p> <p>Digital PiP Working Group</p>	<p>100% of parents said that the session was worthwhile and should run again</p> <p>Appropriate actions from these PiP meetings have influenced the development of Teams & OneNote – TCW</p>	<p>Digital leaders to provide 1 or 2 sessions in 2024-25, based on focus of OneNote, Accessibility and General App use</p> <p>Enhance the current webpage to support wellbeing resources for digital e.g. screen time</p> <p>Continue to develop the OneNote – The Currie Way for Parents/Carers</p>	
<p>Parent/Carer Improvement Planning workshops</p>	<p>Working with parents/carers to improve communications across the school</p> <p>We have introduced this session, Improvement planning workshops where parents/carers can come into school and engage in discussions about school improvement. The workshops focused on Learning, Teaching and Assessment and Inclusion. Parents were asked for their views regarding the quality of teaching and how well we include, engage and involve all young people in ensuring a positive learning experience at CCHS. HGIOS 4 was used as a reference point throughout the discussions.</p>	<p>8 parents/carers attended both workshops and engaged in rich discussion across the 3 themes.</p> <p>Parents/carers were very positive in their feedback and being given the opportunity to feed into school change.</p>	<p>Further promote the workshops to increase attendance</p> <p>Have a focus on Curriculum and Attainment and Achievement also</p>	<p>Choose an item.</p>
<p>Parent/Carer drop in sessions</p>	<p>4 HT drop in sessions were available for parents/carers</p>	<p>In total, 15 parents/carers attended the drop in sessions.</p>	<p>Continue to offer HT Drop in sessions throughout the year</p>	

<p>Parent/Carer/School Communications short life working group</p>	<p>this session to come into school share concerns, ask questions or provide feedback on any school related matter.</p> <p>We have set up a group of 5 staff and 2 parents to co create a brand new communications strategy – the parents in the group created a survey that was sent to all parents/carers to determine how we communicate as a school. One of the parents also analysed all the data from the survey and presented its findings.</p>	<p>Parents/carers were very positive in their feedback in being able to speak with the HT in a honest way.</p> <p>Parents and carers being a part of a school improvement group has been a highly effective way of working. We have been able to use the skill of parents/carers in terms of their own expertise to determine how we better how we communicate as well as the parent/carers voice being strongly represented.</p> <p>Parents/carers have identified communication of our school being 3.3/5 (5 being very good)</p>	<p>Identify a clear action plan from the survey</p> <p>New Communications strategy to be launched in August</p> <p>Enable more opportunities for parents/carers to be members of school improvement groups</p>	
--	--	---	--	--