

## Context of the School

Currie Community High School has a roll of 911 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 have care experienced young people in our school and continue to demonstrate our strong commitment to The Promise. To this end, we have introduced a new role in school in the capacity of a Care Experienced Champion. We serve the communities of Currie, Riccarton, Juniper Green and Baberton Mains and have between 20-30 out of catchment requests granted next session. Our new school has capacity for 1145 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 this coming August..

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 99.02% 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, Anti Racist Circle Ambassadors, Equalities and Digital Ambassadors as well as Eco Warriors. 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 Gold Ambassador school in national recognition of the development of curriculum pathway through the BGE to Senior Phase. We move into our new school building in August 2025 which will only enhance and invigorate learning experiences for the entire school community. This is a fantastic opportunity to embrace intergenerational learning in a state of the art campus and as the first Passivhaus Secondary School in Scotland.

## Standard and Quality Report 2024-2025

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?
<b>QI 1.3 Leadership of change</b> (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>Strategic Leadership of Senior Leaders Staff, pupils, parents/carers and partners have a strong</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>Senior Leaders create the conditions so that the pace of change is impactful</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>96% (almost all) of staff agree that the school vision and values are embedded into their teaching practice consistently. (Staff improvement planning survey)</p> <p>The majority of staff feel supported in the delivery of high quality learning and teaching (staff focus groups). Building capacity is central to this and the majority of teaching staff take a lead role in influencing change in school. There are many platforms to share views and</p>	<p>Development of Junior Phase Leadership Opportunities</p> <p>Work towards achieving Rights Respecting Schools Award and launch our brand new Pupil Voice strategy including the introduction of S4-6 prefects and a Pupil Parliament</p> <p>Continued development of Senior Phase Pathways including further vocational courses and Level 6 progression pathways</p> <p>Engage in a CEC SSE across all 4 measured Qis (February 2026)</p> <p>Pilot Faculty SSEs (2 Faculties)</p> <p>2.3 Termly focus on Currie Essential priorities linked to SCE, PRD, educational research and professional learning</p>	<p>Very good</p>

<p>understanding of the school's strengths, areas for development and actively involved in the process of change.</p> <p>We have further developed pupil led opportunities in the classroom to ensure young people understand the vocabulary of learning, are involved in their learning, can articulate their strengths, next steps and level of progress (2.3 project led by middle leaders - middle leaders are off timetable together for one period per week to engage in this strategic work)</p> <p>We have developed a robust approach to self evaluation practice at whole school and faculty level (Introduction of Padlet so that evidence gathered is rigorous and consistent)</p>	<p>Staff, pupils and parents are consistently consulted and asked for their views so that informed decisions can be made that reflect the views of all stakeholders. This takes place throughout the year through a range of surveys, staff collaboration in relation to 2.3 and 3.1 during CAT and Inset days.</p> <p>Young people have been able to confidently reflect on their learning by engaging a reflective exercise across all their subjects. They are engaging with the language of learning and understand what they need to do to improve.</p> <p>More streamlined and cohesive opportunities for</p>	<p>most decisions are made in collaboration with others so that leadership of change is guided appropriately.</p> <p>All teaching staff are a member of a School Improvement Group to drive change. Some of our non teaching staff are also part of these groups.</p> <p>The majority of staff feel that they are listened to and this is reflected in decisions that are made (School Improvement Survey, May 2025)</p> <p>Pupil and Staff feedback through focus groups has indicated that most pupils in S1 feel confident in knowing how well they are progressing. Almost all staff feel this has been a very worthwhile exercise in enabling young people to reflect and lead their own learning.</p> <p>Increased staff confidence in engaging in self evaluation activities throughout the year and using the findings to inform change</p> <p>A consistent approach has meant the middle leaders and teaching staff can visibly see the activity in other faculties</p>	<p>Extend 2.3 pupil lead learning middle project to S2 and 3</p> <p>Middle leader project will focus on the development of a Currie Way - Skills</p> <p>Leadership Away Day and Aspiring Middle Leaders to be further developed in line with CEC offer</p> <p>Create opportunities for staff to engage in practitioner enquiry and research based activities linked to PRD, 2.3 and Leadership</p> <p>Develop further pathways Senior Phase Pathways including Level 5 stonemasonry, Level 5 Make up and beauty, Kier Construction Level 4 Cohort 3 and Level 6 Scientific Technologies</p> <p>Ensure more parents/carers and pupils are members of School Improvement Groups</p> <p>Monthly LT Meetings to include invited speakers to share practice and collaborate</p> <p>3.1 update to staff to remind staff of responsibilities in knowing the profile of learners, SIMD, FME, C/E, ASN in order to plan learning effectively and meet the needs of all. (an audit of how well staff plan for high quality inclusive learning and teaching will be carried out in Term 1.)</p>	
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<p>Faculty improvement plans are well aligned to the school improvement plan.</p> <p>Leadership Capacity is well developed across the school</p>	<p>young people to share their views about the life and work of the school.</p> <p>Faculty improvement plans are aligned to the school improvement plan. Most teaching and support staff are empowered to 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 Lead, Digital Strategic Lead, Assistant Pupil Support Leaders, Development Officer, Pedagogy, Rights Respecting Schools lead, Equalities Lead, Anti Racist Circle Lead, Health and Wellbeing Lead, Equity and Excellence lead, Learning for Sustainability Lead, Eco Schools Lead and Pupil Voice Lead,</p>	<p>and classroom and therefore sharing practice and the benefits of this are transparent through the padlet</p> <p>Most pupils are communicating to us that they feel their voice is heard and that they are genuinely involved in making decisions about school improvement at faculty and whole school level.</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 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.</p> <p>55% of Teaching Staff have a strategic leadership responsibility</p> <p>For the first time this session, we have a vice Chair and Chair for the extended Leadership Team. This ensures that both operational and strategic priorities are driven forwards.</p>	<p>CCHS will be part of an Action Sets pilot with other schools next session</p>	
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<p>Middle Leadership Programme has been developed for aspiring middle leaders</p>	<p>The feedback so far has been very positive indeed in how aspiring to develop their leadership skills to provide the best of experiences for young people. We have had a number of colleagues presenting from across CEC which has provided depth of leadership insight.</p>	<p>14 colleagues from both Currie HS and Balerno HS have attended (Colleague feedback, The impact of Strategic change initiatives)</p>		
<p>Leadership Away Day</p>	<p>Each session, the extended leadership engage in a day's activities focused on Leadership of Change and Self Evaluation of Improvement</p>	<p>Through feedback, all colleagues have said that the space to think and work with others is hugely beneficial. The development of the 2.3 middle leader project was one of the outcomes of this day as well as the more streamlined approaches to self evaluation across the school and in faculties</p>		
<p>Development of Parent/Carer Leadership</p>	<p>Parents are members of School Improvement Groups in school including – Communication strategy, mobile phone policy review and the development of the outdoor learning spaces in the new school</p>	<p>The parents involved have said that they feel valued and including in influencing decisions. (parent survey)</p>		
<p>Development of Senior Phase Leadership Academy and Pupil led roles across the school</p>	<p>The Leadership Academy continues to promote 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</p>	<p>56% 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>Pupils have been presenting the impact of their work in a number of settings:</p>		

<p>Knowledge of families and cultural capital is very good driven by data and strong communication around pupil profiling</p>	<p>Committee, Sports Ambassadors etc.</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>	<ul style="list-style-type: none"> <li>• Keir Construction Presentation at the Education Committee</li> <li>• Pupil Presentation about our SCQF journey at the National Conference in Glasgow</li> <li>• Pupil Presentation to whole school and learning community staff on their lived experience as a pupil with ASD</li> <li>• Pupil Presentation to whole staff with a focus on micro aggressions, best practice and next steps</li> <li>• Pupil Presentations to Parents/Carers re Kier Construction Level 4 course, Make up and Beauty Level 5 and Curriculum Pathways via our Curriculum Information evenings.</li> </ul> <p>Pupils feel very proud of their achievements and that they have been asked to share their experiences.</p> <p>Staff know their families very well and are aware of the challenges they face. The majority of staff 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, additional support needs, care experienced 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 2024 our positive destination figure was 99.02%, a continuing 5 year upwards trend. The majority of pupils via pupil voice opportunities are very positive about the curricular</p>		

<p>Continued 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>pathways on offer and that they feel more motivated by the breadth and depth of choice.</p> <p>We have in the last year achieved SCQF Bronze, Silver and Gold Status.</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 and School Improvement Surveys</p>		
<p>Development of CLPL Strategy and PRD</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 and that CLPL offered has had impact.</p> <p>Staff have recently been asked what professional learning would help them move forward in relation to whole school priorities, in particular 2.3. We will use this information to determine our in house professional learning offer next session.</p>		
<p>CCHS Head Teacher is the Chair of CEC Leadership Board and is currently contributing to developing a holistic Leadership Strategy across all Education Sectors</p>	<p>This experience has enabled the sharing of good practice across schools including supporting middle leaders with behaviours and systems, how best we can support underrepresented groups in Education and conditions for HTs and HOC to support and challenge</p>	<p>This work is ongoing and we should be able to see impact across schools in Edinburgh in the coming session in relation to teachers securing promoted posts, unrepresented groups securing promoted posts and feedback from HTs and HOC in relation to the introduction of Action Sets.</p>		

one another in relation to outcomes. (Action sets)

**Triangulation of Self Evaluation Practice:**

**Direct Views:**

- Scoping meeting with CEC colleagues
- Pupil Improvement Planning workshops
- Pupil Voice House Councils
- Pupil and Staff Focus Groups
- Shared Classroom experience programme
- Staff Improvement Plan Survey
- Parent/Carer Reporting Survey
- Parent in Partnership feedback sessions
- HT Parent/Carer drop in sessions
- Parent/Carer Reporting Survey
- Views of Partners

**Observation:**

- Whole School Shared Classroom experience report
- Faculty SCE reports – walk throughs
- SLT attend and support at Faculty Meetings
- CLPL

**Use of Data:**

- Monthly Attainment Data Tracking with action tracker
- 2.3 survey analysis

<b>QI 2.3 Learning, teaching and assessment</b> (Learning and engagement; Quality of teaching; Effective use of assessment; Planning, tracking and monitoring, Empowered Learning)				
<p><b>Learning and Engagement:</b></p> <p>Learner participation and pupil voice have informed learning and teaching, self-evaluation and improvement planning</p>	<p>Student views are sought throughout the year in surveys e.g. Learning &amp; Teaching, Wellbeing, Pupil Focus Group</p> <p>Pupil Voice is shaping developments in some Faculties, for example pupils in S2 Modern Studies have evaluated changes made to the curriculum in line with pupil voice feedback</p> <p>Digital Leaders organised and delivered sessions for Digital Discoveries Week 2025.</p>	<p>Pupil voice findings were shared with all teachers the May Inset and the findings will help influence whole school and Faculty Improvement planning for next session.</p> <p>Digital Discoveries Week 2025 student % rating is S1 (70%), S2 (56%) and S3 (56%). Though down from the average 74% confidence in 2024, this is still very positive</p> <p>EL Strategic Lead presented and shared practice at TeachMeet on 28.05.25 on #currieddw and our Digital Leaders, along with an article for ELATE (date of publication still to be finalised)</p>	<p>Changes to the Student Leadership structure will be in place for next session with identified students aligned and leading in improvement areas. One group will be aligned with Learning &amp; Teaching.</p> <p>The refreshed Student Leadership will also be responsible for clearly communicating findings and actions to the whole student body.</p> <p>Digital Leaders will organise and deliver sessions for Digital Discoveries Week 2026</p>	<p>Good</p>
<p><b>Quality of Teaching:</b></p> <p>We have created strong conditions for improving the quality of teaching through a shared understanding of excellence, shared expectations through our 5 Currie Classroom Essential and high-quality professional learning.</p>	<p>We have made good progress in promoting consistently high learning and teaching through our 5 Currie Classroom Essentials which are consistencies that are visible in every classroom, every day.</p> <p>The Currie Way &amp; The 5 Classroom Essentials are promoted and supported by in-house CLPL Programme,</p>	<p>Feedback from the Staff Improvement Planning survey showed 93% of teachers are confident with applying the 5 Currie Essentials with teachers identifying a range of techniques they use to deliver high quality teaching and learning experiences.</p> <p>There has been an increase in consistency in the 5 Classroom Essentials as noted during Faculty Shared Classroom Experience, SLT Walk Thrus, and also whole school SCE.</p>	<p>Evidence suggests we have moved positively forward in each of the areas although some more than others. There is a need to continue to focus on planning engaging and enjoyable learning, learning that is challenging and approaches to feedback including self and peer (Learning &amp; Teaching Survey and Shared Classroom Experience)</p>	

<p>This is having a positive impact on learners' experiences and engagement.</p>	<p>Learning &amp; Teaching Team with Top Tip Tuesday, INSET and CAT sessions.</p> <p>All teachers are members of Strategic Improvement Groups (SIG) and there is a representative from each Faculty on the Learning &amp; Teaching SIG.</p> <p>The Development Officer Pedagogy supports the development of this QI.</p>	<p>In almost all 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 most lessons.</p> <p>Chunking lessons into manageable and engaging parts (Currie Essential) was observable in most lessons the Shared Classroom Experience.</p> <p>Teachers checking for understanding (Currie Essential) was observable in almost all 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 and this was noted as an area for improvement from whole school SCE .</p> <p>Most young people report that they are happy and safe in school and the majority report a positive atmosphere in classrooms (Learning &amp; Teaching Survey).</p> <p>Young people are eager and active participants who are engaged, motivated and interact well during activities. (Shared Classroom Experiences)</p>	<p>There will be a focus on embedding each of the essentials and establishing what excellence looks like in all 5 next session. There will be a termly focus on an Essential with Practical Pedagogy sessions led by colleagues with expertise and good practice to share. This will be planned for Inset and collegiate time. This will be supplemented by Pedagogy Power Hours and a Pedagogy Page Turner book club to encourage professional reading and evidence based pedagogies.</p> <p>The new approach to Shared Classroom Experience (SCE) will enhance quality assurance and build in professional learning opportunities for all staff within and across faculties and whole school.</p> <p>PRD will be linked to the Currie 5 Classroom Essentials</p>	
<p><b>Effective Use of Assessment:</b></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>Pupils highlighted in Focus Groups that teachers give verbal feedback through learner conversations, and written feedback on TEAMS assignments or in jotters/ written work.</p> <p>70% of students shared in the L&amp;T survey that they understand how they are doing in all or most classes.</p>	<p>Feedback including Self and Peer Assessment should be a continued focus for professional learning next session linked to the Currie Essentials.</p> <p>Extend the Middle Leaders project from the pilot on S1 to S2 and S3</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>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.</p>	<p>Verification feedback from SQA in Rural Skills (Level 5) and Journalism (NPA) has been very positive – all assessment judgements were accepted and good practice identified.</p> <p>9 staff are either currently markers for National Qualifications or have been in the last 2 years.</p>		
<p><b>Planning, Tracking and Monitoring:</b></p> <p>Pupil Tracking</p>	<p>There is an increased confidence in staff using the new Pupil Tracking system</p>	<p>All teachers using new Pupil Tracking system. Faculty discussions of “at risk” learners ongoing and a range of intervention strategies seen. These include: L&amp;T approaches, parental contact through support letters and supported study sessions.</p> <p>Curriculum Leaders meet biannually with the link Depute Head for their faculty to present learners’ attainment (September and March).</p>	<p>Continue to discuss and share practice in the range of interventions at class level.</p> <p>Continue to develop middle leaders’ confidence in understanding data and how they feed into wider attainment</p>	

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

<p><b>Wellbeing:</b></p> <p>We have continued to raise the profile of physical and mental health for all pupils.</p>	<p>Promotion of Young People and Children’s Mental Health Week (PSLs now have embedded materials and resources in the PSE curriculum including Young Minds Matters materials for S1-S4). This has led to a greater emphasis on Wellbeing in the PSE programme.</p> <p>Wellbeing TEAMS channel launched as a One Stop Shop for advice and resources for young people to access. Regularly promoted in PSE.</p> <p>All young people have two wellbeing check-ins with Pupil Support Leaders following on from completing a survey in PSE. The Therapet has been re-introduced this year for young people particularly with anxiety/ mental health issues.</p> <p>Scottish Association of Mental Health professionals have introduced a second day this year to support young people in school.</p>	<p>Annual school survey completed in May 2025 based on Education Scotland survey.</p> <p>“most” of our young people feel they have someone in school they can talk to if they are worried about something (10% don’t know).</p> <p>“most” of our young people feel that staff treat them fairly and with respect.</p> <p>“most” young people believe that school teaches them to lead a healthy lifestyle.</p> <p>“most” young people believe there are lots of opportunities to get regular exercise.</p> <p>Young people have responded positively to the PSE materials on mental health in terms of feedback on the topics and themes.</p> <p>All classes have been reminded of the importance of speaking to a trusted adult if there are issues. The Wellbeing Teams channel has been promoted to all PSE classes in S1-S6 with access to the channel checked as well as demonstrations in all classes.</p> <p>All young people in S1-S3 have had 2 1-1 sessions with Pupil Support Leaders to discuss wellbeing.</p> <p>SAMH has supported 12 pupils this year with mental health – support is ongoing currently and feedback will follow but engagement is good in terms of pupils attending sessions.</p>	<p>We will continue to review the feedback from the HWB and put in place any policy or curricular adjustments/ improvements particularly in the context of the new school building.</p> <p>A full evaluation of the Young Minds Matters PSE programme will take place next session with opportunities for pupils to contribute more to the types of themes and topics covered.</p> <p>The whole of the Integrated Support Team will contribute to a revamp of working collaboratively across all areas of the Team including the evolution of Enhanced Support Provision and the inclusion of the new Learning Community based ASL resources. Dedicated time has now been allocated on teaching timetables to allow for the team in its entirety to work more efficiently and collegiately. This will allow for better allocation of resources and opportunities for improved evaluation of the impact of partnership working.</p>	<p>Good</p>
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<p>Widened out and created more capacity within the Pupil Support Leaders</p>	<p>Pupil Support Leaders have engaged with recently launched CAMHS Tier 2 service to empower parents and young people.</p> <p>The Integrated Support Team has met with the new Educational Wellbeing Service at the start of the year and began making referrals for young people with low attendance.</p> <p>The Integrated Support Team met with the newly established Edan Project Team Leader to hear about service.</p> <p>The Integrated Support Team has engaged this year the new Single Point of Access process as well as the materials and resources in the Edinburgh Inclusion and Wellbeing Hub.</p> <p>Pupil Support Leaders have attended the newly coordinated Pupil Support Leaders Network to share good practice and meet with colleagues from other schools as part of “looking outwards”</p> <p>The four assistant Pupil Support Leaders have been embedded this year.</p>	<p>Feedback and advice from the Tier 2 service has been helpful in advising staff about supports and resources. In total across the Integrated Support Team just over 20 “sessions” have taken place this year so far.</p> <p>Educational Wellbeing Service is currently working with 5 families in terms of attendance (including two in the learning community). There has been no improvement in 2 situations but a slight improvement in the attendance of 3 young people.</p> <p>Referrals for families have been made with positive feedback from the first few referrals. Two families have given us qualitative feedback from their experiences with the Edan Hub as recommended by the Integrated Support Team.</p> <p>The Assistant PSLs have a caseload of 12 pupils each and support a range of pupils from S1-S6. This support has included mental health, issues with family and friends as well as college and university applications. In recent</p>	<p>We will continue to embed the role of the Assistant PSLs and</p>	
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<p>Developed the role of Care Experienced Champion.</p>	<p>The Care Experienced Champion has proactively supported Care Experienced Young people and attended a range of training. The C/E Champion has also been working to formalise our approach to Young Carers including facilitating their statements and promoting opportunities. The C/E Champion has also had several meetings with the learning community schools to establish a common approach.</p>	<p>discussions the staff were happy with their roles and support from PSLs and all keen to continue into next session.</p> <p>The C/E Champion has met 3 times with the learning community to discuss a strategic approach to developing a pledge for young people from P1 – S6.</p> <p>Young Carers from Broomhouse came into the PSE classes and all pupils were made aware of the resource and supports – a QR form was made available and Young Carers are now working directly with 13 young people currently.</p>	<p>contingency plan for a 4 full time PSK for session 2026-27.</p> <p>We will implement 'The Currie Promise' strategy across the leaning community to ensure all care experienced young people are well supported to attain and achieve from P1 to S6.</p>	
<p>The Wellbeing Hub has continued to support young people with emotional, social and behaviour needs.</p>	<p>The focus this year for the Wellbeing Team has been on developing skills and resilience in Pupils in S1 and S3.</p>	<p>A group of 12 S3 pupils have been given intense support from the Wellbeing Team to improve attainment, attendance and achievement. These pupils have had adapted timetables in S3 to support engagement with learning and help develop resilience and independence. "Almost" all of the pupils in S3 who have been supported by the wellbeing teams have seen a reduction in staff referrals and an increase in attendance (with their part-time timetables). Attendance for these pupils in the S3 cohort has improved in S3 compared to S2. "Most" of the pupils have seen at least a 15% improvement in attendance.</p> <p>A second group has benefited from intensive support from the Wellbeing Team – a small number of S1 pupils with a combination of adverse childhood experiences, neurodiversity and emotional, social and behavioural</p>	<p>A main focus for the Wellbeing Team is the establishment of the Connect Classroom in the new school with a focus on learning and wellbeing. New S4 pupils will be supported to use skills and strategies developed in S2 and S3 to work more independently in classes with wellbeing support being provided through planned 1-1 check ins. The Connect Classroom will allow for more bespoke supports for pupils in the new S1 and S2.</p>	

<p><b>Fulfilment of Statutory Duties:</b></p> <p>This year we have launched the authority's Maximising School Attendance Procedure</p>	<p>We have relaunched our procedures for period by period absence with roles and procedures for the office including a daily risk assessment meeting with dedicated PSA and Depute to identify pupils who are either not in school or not in class.</p>	<p>needs. In particular staff referrals for three of the young people have declined with the support of PSA and PSO support both in and out of class.</p> <p>The Wellbeing Team has facilitated a mentoring programme in conjunction with the new surfing facility in Ratho for 6 pupils who all attended all the sessions. Feedback from the pupils was very positive with "almost all" pupils reporting an increase in confidence, working with adults and challenging themselves to try something new. For all these young people there has been a positive impact on attendance – two examples in particular have seen a 10 % increase in attendance from the first term to the second term of this academic session.</p> <p>3.1 Depute Head met with Authority Lead on attendance to review our policy and procedures – good feedback given.</p> <p>Young people are identified quickly and relevant action taken to locate young people or make contact with parents if missing from class. On a daily basis there are "few" incidences of pupils being missing from class or parents not making contact if a pupil is off school.</p> <p>Attendance for the year so far is 94%</p> <p>Depute has introduced and reviewed the procedures for part time timetables as well as requests for extended periods of time off. Twelve young people are currently on part time tables which are recorded accurately on SEEMIS and with the EWS service and 6 weekly reviews led by Lead Professionals.</p>	<p>The CL of the Wellbeing Team has developed a strategic vision and paper for the Connect Classroom and SLT will closely monitor the implementation of this.</p> <p>The Integrated Support Team will continue to review the impact of the implementation of the Maximising School Attendance Policy and also conduct an evaluation of Part Time timetables as well as use the new ASL resources to support non attenders. New arrangements for the changes for VLE will also be implemented.</p>	
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<p><b>Equality and Inclusion:</b></p> <p>Increased opportunities for staff to contribute to the school's work on equality. Continuing to look out from the school to engage with other professionals.</p> <p>Increase opportunities for pupils to contribute to anti-racism work.</p> <p>Continue to ensure that incidences of prejudice are reported, investigated and followed up as quickly as possible.</p>	<p>Staff working group continues to explore ways of increasing anti- racism approaches including two staff CPD sessions on the decolonisation of the curriculum.</p> <p>2 members of staff enrolled in the Education Scotland "Anti-racist Matters" Project aimed at connecting with other Alumni from the Building Racial Literacy Course.</p> <p>Second year of anti-racism circle – safer, braver space for pupils to come together to discuss issues and facilitated by Lead member of staff</p> <p>All staff have been reminded of our policy of addressing issues of bullying and equality.</p>	<p>Work on decolonising the curriculum has continued this year with good examples being shared between staff. The "Decolonising the Curriculum Toolkit" was launched year by our Lead member of staff for faculties to use.</p> <p>This has given member of staff access to resources and materials to develop in house approach to address issues around microaggressions and decolonising the curriculum.</p> <p>This group continues to meet and discuss relevant issues including a recent opportunity to meet with a representative from CEC as part of a focus group contributing their experiences and views on the development of policy at authority level.</p> <p>6 of your young people from the Anti Racist Circle presented to all staff during a CAT session. The feedback was overwhelmingly positive and almost all staff have said through a staff survey they fully understand their roles and responsibilities in terms of Equalities Practice.</p> <p>We continue to have a low level of incidences reported (12 this academic session). All incidences are followed in line with the authority/ school policy. Incidences are analysed at a strategic level by the Integrated Support Team. This session two issues have come to light: firstly young people of various ethnic origins using racist words</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. Continue to use the decolonising the curriculum data to shape improvements.</p> <p>Lead member of staff will continue to plan and deliver CAT and in-service opportunities to promote the work of the staff improvement group.</p> <p>The Anti-Racist Circle will continue to create a directory of supports including a way of reporting an incident in a more discreet way.</p> <p>The anti-racist circle will continue to look for opportunities to present to staff as part of their professional learning.</p> <p>We will complete the process of using SEEMIS to inform staff of using phonetics to pronounce names.</p>	
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either themselves or amongst others of the same ethnic background. Secondly, young people using racist words without intending to be racist. These incidences have led to productive learning conversations with the young people and their families. All young people have responded well to these approaches. The recording of incidences is also line with authority and school policy.

Continue to be pupil led in terms of identifying opportunities to promote diversity and equality.

Improve the monitoring of incidents of prejudice at a strategic level including SLT.

Design and deliver Culture Day for 2025-26 session involving parents as well as pupils and staff.

**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 Pupil Tracking 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"> <li>• Insight Data including positive destinations data</li> <li>• Faculty attainment data reports</li> <li>• Whole school analysis</li> <li>• Formative assessment techniques and formal assessment data</li> <li>• Outcomes for learners, both attainment and achievement</li> <li>• Faculty, Leadership Team and Year Head meeting minutes focused on individual learners and identified supports to add value</li> <li>• Stretch aim comparisons</li> </ul> <p><b>Evidence of Impact:</b> 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><b>Positive Destinations:</b> 2021 – 100%, 2022 – 99.2%, 2023 – 98.59%, 2024 – 99.2%. 1 pupil, circumstances known and close partnership working with family. CCHS have consistently performed VC and this year VC was 97.54%.</p> <p><b>Attainment in Literacy and Numeracy:</b></p> <p><b>Performance in Numeracy and Literacy is strong when looking at individual cohort data and leavers</b></p>	<p>Continue to embed approach to Self Evaluation practice from classroom to whole school level in terms of attainment scrutiny (4 SLT Link Meetings per year, 1 Whole Faculty Attainment meetings and attainment over time a standing item on monthly Faculty meeting agendas)</p> <p>Co create a new CCHS attainment strategies identifying clear roles and responsibilities of staff</p> <p>Work with brand new CEC one page document to measure attainment, inform attainment reports and analyse data alongside middle leaders</p> <p>Work with Scot Gov Insight team to further analyse attainment data in September 2025</p> <p>Continue to scrutinise data at all levels to ensure that teachers are confident in identifying both universal, targeted and intensive supports. Increase staff confidence in use of Pupil Tracking and CEC Tracking Tool.</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</p>	<p>Good</p>
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	<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><b>data. All measures are above VC and there is an improving trend, particularly in Numeracy.</b></p> <p><b>Literacy/Numeracy:</b>  % of leavers attaining Level 4 Literacy = 100% in 2021, 100% 2022, 99.12% in 2023, <b>96.92% in 2024</b></p> <p>% leavers attaining Level 4 Numeracy = 99.27% in 2021 and 96.34% in 2022, above VC 96.08, 99.12 in 2023 and <b>96.92% in 2024</b> 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 and <b>95.38%</b> (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 and <b>93.85% in 2024</b> (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><b>ACEL data:</b></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><b>2025:</b></p> <p><b>S3 Numeracy:</b></p> <p><b>% on track to achieve 3<sup>rd</sup> level or better – 146/149 98.0%</b></p> <p><b>% on track to achieve Fourth level – 131/149 87.9%</b></p> <p><b>S3 Literacy:</b></p> <p><b>% on track to achieve 3<sup>rd</sup> level or better – 95%</b></p>	<p>working within our learning community. Continue to promote highly effective moderation activity.</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 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>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>	
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		<p><b>% on track to achieve Fourth level – 82%</b></p> <p><b>2024:</b></p> <p><b>S3 Numeracy:</b></p> <p>% on track to achieve 3<sup>rd</sup> level or better – 95.4%  % on track to achieve Fourth level – 85%</p> <p><b>S3 Literacy:</b></p> <p>% on track to achieve 3<sup>rd</sup> level or better – 97.4%  % on track to achieve Fourth level – 85.6%</p> <p><b>2023:</b></p> <p><b>S3 Numeracy:</b></p> <p>% on track to achieve 3<sup>rd</sup> level or better – 92.2%  % on track to achieve Fourth level – 81.8%</p> <p><b>S3 Literacy:</b></p> <p>% on track to achieve 3<sup>rd</sup> level or better – 93.5%  % on track to achieve Fourth level – 76.6%</p> <p><b>2022:</b></p> <p><b>S3 Numeracy:</b></p> <p>% on track to achieve 3<sup>rd</sup> level or better – 94.2%  % on track to achieve Fourth level – 84.7%</p> <p><b>S3 Literacy:</b></p> <p>% on track to achieve 3<sup>rd</sup> level or better – 95%  % on track to achieve Fourth level – 83%</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 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 and across faculties</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 track 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.</p>	
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**Attainment Over Time:**

The average tariff score of school leavers for the lowest 20%, middle 60% and highest 20% of attainers is as follows:

L20% 222 (40 average tariff points below VC)

M60% 858 (Above VC)

H20% - 1441 (Above VC)

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.

In S5, all cohorts, have performed above VC.

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.

**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 at Lost Shore. 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.

5 young people have secured apprenticeships as a result of the Level 4 Kier Construction programme and 3 young people have secure modern apprenticeships with Black Rock Finance after a successful internship in S6.

**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 discuss at monthly meetings the learners that are at risk of not achieving. Targeted interventions are identified based on learner profile and need.

**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. We continue to follow National and Authority guidance legislation.</p>	<p>Designated member of staff for Child Protection has taken part in three sharing good practice professional discussions with Locality colleagues based on recent inspections and authority evaluation visits. This has allowed for discussions around policies, procedures and record keeping.</p> <p>Staff are informed of issues related to adverse childhood experiences both generally through the training and 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 Team staff deployed effectively to regulate young people and support identified young people in classes and facilitate restorative conversations.</p>	<p>All staff participated in Child Protection Training in August and an additional session was facilitated by DMS and Head Teacher in January for new staff.</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>This session two young people have been on the Child Protection Register (currently one pupil) and DMS has attended Core Group Planning meetings throughout the year.</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. Parent and Young Person templates from the authority are used.</p> <p>Currently 37 young people have Young Peoples' Planning Meetings across the school with most having two formal meetings a year.</p> <p>Inclusion and 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</p>	<p>We will continue to 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>Introduce termly opportunities to discuss the themes of wellbeing concern forms at SLT meetings. This will be an opportunity to highlight patterns and will help shape the PSE programme and other safe guarding interventions we have in place.</p> <p>We will evaluate the effectiveness of the new pilot materials issued by the authority for holding YPPMs.</p>	<p>Choose an item.</p>
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<p>Ensuring the recording of wellbeing concerns and child protection incidents.</p>	<p>Staff are familiar with our internal procedures for child protection and safeguarding - effectively use appropriate referrals/wellbeing concern forms based on disclosures or observations.</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>spectrum of the Integrated Support Team. Records are maintained for CP folders and Wellbeing and Inclusion folders as required.</p> <p>Whole school survey completed in May 2025 – Education Scotland questionnaire used with a selection of questions aligning to Child Protection and Safe Guarding</p> <p>Survey identified a number of positives:</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 upset or worried. “Few” pupils feel they have no one to speak to.</p> <ul style="list-style-type: none"> <li>• 78% pupils feel safe in the school (same as last year)</li> <li>• 9 % feel unsafe (lower than last year)</li> <li>• 12% answered don’t know</li> </ul> <p>75% pupils have someone to talk to (higher than last year)</p>	<p>We will use CAT time to share with staff some case studies in terms wellbeing concerns and child protection to give greater insight into what happens beyond a referral made by staff.</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.</p>	
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**QI 2.2 Curriculum: Theme 3 Learning pathways**

**Rationale and Design**

Ongoing review of SP curriculum offering to improve opportunities for all pupils at all levels. Continue the good work recognised by SCQF Gold Award.

Curriculum rationale reviewed via SIG, parent/carer, and pupil consultation. Aligns with new school values. FMc to update for August 2025.

Full alignment of S5 and S6 Columns to match authority improvement agenda. Greater opportunity for consortium work and wider curriculum offering.

**Development of the Curriculum**

Continued implementation of new course offering at NPA level.

Good progress has been made in this area over the last two years. A particular focus on a more inclusive approach and offering of Senior Phase curriculum.

Partnership working has again been successful particularly the work done with Kier Construction, Pinocchio's Nursery and the Scottish Rugby Union. 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 in the BGE include Fashion and Textiles and Creative Industries.

Partnership working with Kier Construction, Pinocchio's Nursery, Scottish Rugby Union, Professional Salon Training and BlackRock financial services. Providing a wider

Parental / Carer Feedback via PiP and discussion.

Pupil Voice. Focus groups and pupil surveys. SCQF Ambassadors deepening understanding via presentations to fellow pupils and parents/carers.

Staff professional dialogue and feedback via SIG and leadership team meetings.

Staff self-evaluation exercise at January Inset. Staff looked at four key areas of curriculum: Opportunities for personal achievement, Interdisciplinary learning, curriculum areas and subjects and ethos and life of the school as a community. Interdisciplinary learning in the BGE will be the focus for all Faculties next session through PBL.

Authority recognition of partnership with Kier Construction. In addition, schools from out with authority have come to view good practice. National recognition of Kier Construction partnership working within construction sector. Staff team presented at Learning Places Scotland National Event in Glasgow.

Further development of curriculum offering in SP for more inclusive pathways. Looking inwards. Continued use of pupil voice to self-evaluate progress.

Further development of partnerships working to enhance curriculum delivery for all. Looking outwards.

Keeping abreast of national picture and in particular The Hayward Review and The Muir Report. Clarity on what this means for CCHS and CEC.

DHT Curriculum to continue chairing Communities of Practice for the locality and be part of authority working group looking at aligning curriculum delivery across the authority.

BGE curriculum review year 2 with focus on skills for learning, life, and work. DHT Curriculum to chair SIG group. SE staff member to lead implementation of Project Based Learning.

Pace and challenge in the BGE Curriculum a focus along with other improvement priorities that feed in such as The Currie Way.

Good

<p><b><u>Learning Pathways</u></b></p> <p>“Pathways with Purpose” web page regularly reviewed and updated.</p> <p><b><u>Skills for learning, life, and Work</u></b></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>and more relevant curriculum for all young people.</p> <p>Year 2 of new Pathways coursing process implemented in both BGE and SP. More accurate coursing process for young people.</p> <p>Engaged and motivated learners able to choose both a range of vocational and academic pathways with a broader, more in depth and real curriculum.</p>	<p>Gold SCQF Award achieved in May 2025 (14 months after Bronze was achieved)</p> <p>In session 2024/25 over 100 candidates were presented for alternative curriculum awards in the Senior Phase. In session 2025/26 over 200 candidates will be presented for alternative curriculum awards. This has given a broader range of pupils the opportunity to attain at level 6 where previous curriculum models would not have.</p> <p>Attainment data over time will indicate impact of curriculum changes. This will be a focus of analysis in August 2025 looking at level 4, 5 and 6 awards from S4-S6.</p> <p>Every Faculty offering at least one new pathway in the SP which has widened opportunities for all young people. Some Faculties have offered a wider range of courses in the BGE also. SP ESB Curriculum offering continues to be enhanced and improved. Health and Wellbeing and Technologies to provide additional offerings.</p> <p>3 young people have secured a modern apprenticeship with Blackrock as a result of their internship in S6 and 5 young people have secured a construction apprenticeship as a result of achieving the Level 4 Construction Futures Award Evaluations to take place Term 1 of next session</p>	<p>Embedding Learning for Sustainability into the curriculum. This will be led by CW.</p> <p>SCQF Gold award practice to be continued and further embedded in practice.</p> <p>BGE and SP new DYW strategy continue to be implemented in partnership with RA (DYW Link).</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. More robust tracking of NPA data to evidence improvement for targeted cohorts.</p> <p>Planning underway for BGE events by DYW SIG group linked to PBL. Target date of November 2025.</p>	
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<p>DYW coordinator working with Faculty CLs on curriculum delivery. External inputs have supported this. Padlet established to communicate to staff and monthly sway to all S4-S6 pupils and parent/carers.</p>				
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**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 &amp; OneNote – TCW</p>	<p>Digital leaders to provide 1 or 2 sessions in 2025-26, 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, 22 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>We also have parents as members of the Outdoor Learning Spaces Working Group and the short life mobile phone policy working group</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 2025</p> <p>Enable more opportunities for parents/carers to be members of school improvement groups</p>	
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