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Standards and Quality Report
for Firrhill High School

"Providing learning opportunities of the highest quality"

Standards and Quality Report for school session: 2024-25

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Standards and Quality Report

Standards and Quality Report

1. The school in context

Firrhill High School serves the area of South West Edinburgh. In partnership with our five associated primary schools Bonaly, Colinton, Pentland, Longstone and Oxgangs, we strive to "*Provide learning opportunities of the highest quality*". Our values are rooted in respect for self and others, tolerance and support. Our ambition can be summarised as 'Excellence for all, excellence by all'.

We are one of the larger schools in Edinburgh with a roll in September 2024 of 1303 pupils. We provide a wide range of curricular, inter-disciplinary and extra-curricular activities that meet the needs of all our pupils. We use targeted support to provide opportunities and support for pupils, so they can develop skills for learning, work and life. Consequently, a very high percentage of our pupils enter a sustained positive destination upon leaving school.

The school, by virtue of its proximity to Redford and Dreghorn Barracks has a significant number of pupils from Armed Forces backgrounds. The school has in place a number of support mechanisms to address the specific needs of these pupils. A significant number of our pupils from Armed Forces families are also from non-white ethnicities. Partnership plays an important role in the support mechanisms and in providing opportunities for all pupils across the school. We have again developed our partnership working with a range of external partners to provide high-impact and high-quality interventions. The impact on our exclusion figures is clear evidence of that impact.

The work of the school is supported by an active Parent Council and Fund Raising Group (PTA). As well as providing opportunities for parents to be involved with the work of the school these two groups also provide valuable contributions to the learning experiences of many pupils. Our new Parental Engagement strategy has bedded in well this year with positive feedback from parents around quality and accessibility of information as well as the opportunities for parents to participate and learn.

Graham Hamilton
Headteacher
June 2025

Firrhill High School

Standards & Quality Report 2024-25

1.3 Leadership of change
- **Developing a shared vision, values & aims relevant to the school and its community**
- **Strategic planning for continuous improvement**
- **Implementing improvement and change**

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 theme using the HGIOS?4 six-point scale?
High expectations regarding pupil achievement are firmly established across all areas of the school. These expectations are upheld by almost all teachers, with ambition and aspiration clearly evident in the attitudes and professional practices of staff throughout the school.	Numbers of N4 (or lower) entries in almost all subject areas are low with most pupils sitting for N5 qualifications in their subjects. Meaningful May is used to enable pupils who are following N3 and N4 courses to attain additional qualifications during the SQA examination period. Continuing to restrict dual entries has had a positive impact on N5 entry and attainment.	Consistency across the school is good with almost all staff demonstrating high expectations of their classes and individual pupils. We continue to focus on learning and teaching approaches and in engaging all teachers in applying high quality approaches to all their lessons. This remains an strong picture across the school and is driven by data-rich decision making and review.	6
Staff demonstrate a thorough understanding of our pupil demographic and the unique characteristics of each individual learner. This insight is applied effectively to enhance opportunities for all pupils, with a particular focus on reducing the risk of underachievement	Attainment has shown a steady improvement at all levels. The attainment of our highest-achieving pupils is very high and improving. The reintroduction of full content and full coursework assessment in 2024 seems to have widened the gap between the lowest and highest attaining groups even though Q1 performance in S5 improved	Focused work on, in particular, care experienced and armed forces pupils will continue in order to address and to close the gap between the attainment of these pupils and their peers. Our ambition is for the performance of these groups to be better.	

among key cohort groups (e.g., care-experienced, children from armed forces families, those in SIMD Q1, pupils who receive free school meals, and pupils with ASN). Staff uphold high expectations for every pupil, irrespective of their personal circumstances. Rather than lowering standards, the school adopts a clear and strategic approach to providing appropriate scaffolding, enabling the greatest number of pupils to meet high expectations. The principle of *Excellence for all, excellence by all* encapsulates our commitment to every aspect of school performance.	(both relative to Q5 and in average tariff point score) compared to 2023. Staying on rates into S5 and S6 remain very high reflecting pupil and parent confidence in the school and the learning it provides as well as a senior phase curriculum that provides learning pathways appropriate to the vast majority of our pupils. Positive destination numbers remain very high at 97% with large numbers of leavers progressing into further and higher education.		
The Senior Leadership Team takes a considered and strategic approach to shaping the school's direction of travel. Strategic planning is appropriately focused on medium- to long-term goals, while remaining adaptable to address short-term challenges and respond to evolving needs. All plans undergo rigorous evaluation before implementation, and staff are fully informed about proposed changes, the rationale behind them, and the anticipated impact on individuals. This clear communication and strategic transparency provide staff with a stable and supportive working environment,	For a number of years our Team Stress Risk Assessment, carried out in February each year, has clearly shown that staff are aware of the purposes, processes and impact of change. While staff are busy and work hard they consistently report that it is external factors that create greatest uncertainty and workload issues for them. Most common in these negative external factors are SQA and CGI. Internal processes are well understood and the impact on school, faculty and individual functions are understood by the vast	We will continue to review our approaches to change and to maintain clear and consistent channels of communication. Our QA processes are excellent and help the flow of information in all directions. Familiarity with these well-established procedures helps to reduce workload and improve impact. The Faculty Development Programme has, over many years, provided a consistent and effective framework for the identification and management of change at all levels in the school.	6

enabling them to plan with confidence and deliver on those plans. As a result, pupils benefit from more coherent and effective learning experiences.	majority of staff. Many staff indicate that they can discharge their duties in the time available.	
Leaders throughout the school maintain a careful and proactive oversight of their teams' work, ensuring that workload demands are managed effectively to safeguard staff wellbeing and prevent burnout or initiative fatigue. The school remains committed to protecting staff from unsustainable demands. The strategic use of robust data to inform decision-making fosters confidence among staff and promotes greater engagement with new initiatives and approaches.	The extract from the TRSA at the end of this QI review again clearly demonstrates the high levels of confidence shown by staff in the management of change processes used across the school. The ongoing strategy of offering a 'toolbox' of pedagogical approaches—rather than prescribing or micro-managing classroom practice—has proven both effective and well-received by staff. This commitment to genuine professional autonomy has fostered a strong sense of ownership over individual teaching practice and has significantly enhanced staff engagement in pedagogical improvement. It seems clear that this sense of professional autonomy informs the high numbers of staff who indicate clarity on change and the purpose of that change.	Our improvement plan is deliberately short, both to enable colleagues to focus on the important drivers for pupil success and to demonstrate a very clear focus on quality and not quantity.
We remain committed to the development of leadership at all levels in the school (including pupils). Financial constraints and uncertainty about future funding models during the 24-25 school year meant that we placed a pause on formal leadership courses and similar events. We expect to resume those in the new school year. The use of data is firmly embedded into the school's practices and serves as a reliable foundation for informed	High levels of engagement and follow-through on QA-related tasks and processes. High quality leadership (as evidenced by staff feedback) and clarity of faculty functions and processes leading to improved outcomes across all faculties for pupils.	Our pre-existing models for middle leader development were popular and successful. A significant number of staff have been through these courses and demonstrate through both their active participation in school activities and also through promotion the benefits of these programmes. We plan to extend this to a DHT preparatory course along with a resumption of the middle leader programme.

decision-making. Strategic change is guided by a combination of robust in-house data and relevant national and international research. Responses to performance trends are proportionate and measured, avoiding reactive decision-making in favour of thoughtful, evidence-based strategies that address areas of underperformance and replicate successful practice.	Pupil performance routinely exceeds the VC figures across the breadth of the cohort. Performance by most equity cohort groups is good, or better, with particularly strong performance by care experienced and BAME pupils.		
The school delivers and manages a high-quality professional learning (PL) programme that is both comprehensive and responsive to staff needs. Professional Review and Development (PRD) processes are effectively used to identify common themes, which then inform the planning of collegiate sessions and INSET days. This ensures that PL opportunities are closely aligned with staff-identified priorities. A blend of external expertise and in-house knowledge enables the school to offer a broad yet targeted programme of PL that supports continuous improvement in practice. There is a sustained and unwavering focus on pedagogy and the craft of teaching across the school. The use of *Making Every Lesson Count* as a framework for self-directed professional	Feedback from staff again indicated very high levels of satisfaction with the PL on offer and the individual PL sessions that were run. Feedback from pupils contributes to the identification of key PL priorities for staff. In 24-25 the consistent and impactful use of Learning Intentions and Success Criteria was a key improvement priority directly from pupil feedback on the quality of learning.	Feedback from pupils and through formal lesson observations indicates that there has been a shift in practice with better and more routine use of LIs and SCs in lessons. Consistency across the school is not as well-embedded as we expect and that will remain a focus into next session.	6

improvement has evolved into a deeper focus on developing Collective Teacher Efficacy—an evidence-based approach strongly linked to improved pupil outcomes. This progression reflects our ongoing commitment to enhancing the quality of Teaching and Learning in every classroom, while also promoting greater consistency in the pupil experience throughout the school.			

Team Stress Risk Assessment Responses (Q15-21; 2023-25)

Survey Question	2023		2024		2025	
	% Yes	% No	% Yes	% No	% Yes	% No
15. Are you clear about your roles and responsibilities at work?	94	6	97	3	98	2
16. Do you feel that there is any conflict in your role?	15	85	17	83	15	85
17. Do you understand others' roles in your team?	94	6	98	2	93	7
18. Are you made aware of any changes that are happening at the school?	77	23	88	12	92	8
19. Do you understand why the change in the school is happening?	92	8	95	5	87	13
20. Do you understand the impact on your job of any change?	94	6	91	9	93	7
21. Do you feel well supported during change within the school?	83	17	84	16	84	16

2.1 Safeguarding and Child Protection			
- **Arrangements for safeguarding, including child protection**			
- **Arrangements to ensure wellbeing**			
- **National guidance and legislation**			
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 theme using the HGIOS?4 six-point scale?**
We have clear, appropriate and up-to-date policies and procedures in place to ensure the safeguarding of children and young people including child protection.	Staff all attend CP training and updates in August in service. Updates are highlighted to all staff and middle leaders ensure all staff (teaching and non) are up to date.	Ensure staff training is kept up to date. Termly child protection auditing with 3.1 DHT and SLT colleagues.	4
All staff take part in professional learning and respond to child protection or safeguarding issues.	School CP posters, naming coordinator and deputy are displayed through the school.	Ensure that all staff, visitors and partners have a clear understanding of Child protection and wellbeing procedures.	
Arrangements for making a safeguarding or child protection concern are well-publicised and understood by all staff, partners, learners and parents.	Non-teaching staff and partners are regularly audited to ensure that they know who the CP coordinator is and how to report a concern or issue.		
Senior leaders have been trained to the highest level in COE (level 4). They demonstrate a sound knowledge and understanding and model best practice for staff and the wider school community. PSL staff are all trained to level 4.	CP and safeguarding are discussed and reviewed regularly at SLT operational meeting.	Ensuring that our procedures our consistently clear, evident and explicitly highlighted.	

Approaches to safeguarding and child protection are an important part of our self-evaluation and improvement activities.	CP procedures are reviewed as part of our quality assurance calendar.	For regular partners and staff who work frequently with the school, ensure that sufficient and appropriate training is undertaken to ensure that CP and wellbeing procedures and policies are always followed. Embed COE self evaluation toolkit into our quality assurance calendar.	
The ethos and vision of the school strongly promotes equality, challenging all forms of discrimination and we support all young people to achieve and attain regardless of background. Young people have positive relationships with consistent adults whom they trust enough to talk to when they need help. This support is from staff throughout the school. There is a clear support structure and staff are provided with guidance about where to signpost young people to. We have well-embedded systems in place to promote wellbeing across all aspects of the life of the school.	Gold Rights respecting school status. Pupil Support staff have open lines of communication and curricular staff are aware of wellbeing responsibilities. Almost all staff are committed to supporting young people are their wellbeing – wellbeing supports are advertised. Pupil wellbeing events promoted by senior students for young people throughout the school. There is extremely high participation in these events. We have been shortlisted (one of eight) from across all schools in the Uk for the TES Pupil Mental Health Initiative.	Re-accreditation of Gold status during session 2025-26. Ongoing review of learning and teaching approaches and the curriculum to react modern day social issues and topics. These approaches will look to be highly sensitive and responsive to the wellbeing of each child and young person. PSE curriculum review will be at the heart of this.	5

Pupils at Firrhill are safe and feel safe in school know who to speak to if they require help and support. Parents and carers know who to speak to if they have concerns about young people at our school. We have strong working relationships with the key outside agencies who are involved in child protection: Police, Health and Social Work.	UNICEF GOLD report states FHS has "Happy, confident young people". Response from pupil questionnaire: • 97% stated that "I feel safe at school". • 79% stated that 'if I felt unsafe, I could tell an adult'.	Re-accreditation of Gold status during session 2025-26.	4
There is a strong, robust and proactive response from adults that reduces the risk of harm to children. They take the appropriate and necessary action in accordance with local procedures and statutory guidance.	SLT attended joint update training for COE updated guidelines.	CP policy and procedures embedded into quality assurance calendar at SLT strategic meetings.	
Senior leaders ensure that they comply with their child protection duties under legislation and review new procedures and policies at local and national level. Our record keeping for all safeguarding matters is maintained to very good standards. We have effective system in place that provides staff across the school with all required information, profile of needs and strategies and information that staff at Firrhill can access.	We continue to quality assure the COE pupil management guidelines. This includes the updated file management system.	Regular Audit of reporting and monitoring of PPRs and folder system. Enhanced audit involving SLT on quality assurance programme.	

This system is important for all staff to know and respond very well to the individual needs of children. Furthermore, it allows staff to effectively differentiated tasks, activities and resources to ensure appropriate pace and challenge for all learners.	All PPRs and other appropriate folders are locked and kept safe. Administrative staff are fully aware of their responsibilities and procedures and are working on a consistent approach across the learning community.	Ensure accurate monitoring and auditing of the new system as well our pupil information systems and filing procedures. Key administrative lead for learning community. Share practice with other COE schools on record keeping procedures. Further develop connections across the 3.1 DHT South West locality.	

2.2 Curriculum - Learning Pathways			
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 theme using the HGIOS?4 six-point scale?**
Increased learning pathways open to our learners throughout the senior phase. Increased number of/levels of/type of courses. We have collaborated with colleagues across the authority to partially align our column structure giving an even greater flexibility and range of opportunities for our pupils. Continuing to engage with college and other partners to provide alternative pathways. All young people have access to high-quality learning in all curriculum areas.	The curriculum continues to be reviewed annually as part of our Quality Assurance programme to ensure we are meeting the needs of all our learners in BGE and Senior phase. As part of this review, a report is produced each autumn by every faculty, reflecting on the year just gone and looking forward to the year ahead and beyond. This is followed up with a meeting to discuss with the SLT and faculty teams. We review the curriculum to ensure we are making effective use of resources at our disposal, including in the last year a greater range of courses delivered by college. Through these meetings SLT develop and provide a clear direction through long-term planning for the ongoing development of pathways. Senior learners continue to access high-quality and diverse qualifications including traditional academic subjects, vocational pathways, and creative and practical options. Student attainment remains consistently high, with the proportion of learners achieving SCQF Level 5 or better in	Ensure all learners have access to appropriate coursing aligned to their needs and aspirations, including reviewing timetable structures where appropriate. Develop and implement the Skills Passport as a tool to ensure consistent skill development and progression. Continue to invest in professional learning to enhance teaching quality and embed skill development across all faculties. Strengthen partnerships with employers and further education providers to support curriculum relevance and progression routes.	5

	five or more subjects above our comparator schools. Increased access to SCQF Level 4 and 5 courses in S5/6 is expected to further strengthen performance indicators.		
We are committed to developing skills for learning, life, and work through a coherent programme across the curriculum. The delivery of literacy, numeracy, health and wellbeing, and digital literacy in meaningful contexts is a key focus. These core skills are embedded in classroom practice, interdisciplinary learning, and whole-school events.	We are developing a Skills Passport to track and support skill development across all stages. This will ensure a more consistent and measurable approach across the school. Additionally, we are enhancing employability and career education by working closely with Skills Development Scotland and local businesses. This includes expanding real-world learning experiences and improving learners' awareness of labour market information and career management skills.		

2.3 Learning, teaching and assessment - **Learning and Engagement** - **Quality of teaching** - **Effective use of assessment** - **Planning, tracking and monitoring**			
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 theme using the HGIOS?4 six-point scale?**
The headteacher has established an ethos across the school which values inclusion, children's rights and young people's sense of wellbeing. UNCRC is at the heart of our teaching practice. Our pupils are active participants in learning and almost all are fully engaged, highly-motivated and resilient. The teachers know young people very well as learners and support each individual thoughtfully to achieve success in their learning. We have strategic and highly effective approaches to improving learner engagement by seeking and acting on the views of young people through our year councils and senior student council.	The climate for learning is a significant strength of our school. Relationships between young people and staff in the classroom are mutually respectful and nurturing. This is enhanced by our Health and Wellbeing strategy and the focus of fostering positive relationships across our community. Our commitment to and embedding of restorative practice across our school community is integral to this. The school's commitment to respecting the rights of young people has achieved national recognition with a reaccreditation of our UNICEF Rights Respecting Gold award. For example young people's views about their learning experiences are sought through a wide range of mechanisms including pupil leadership year teams (councils), focus groups, pupil body surveys, faculty questionnaires, one to one mentor conversations for targeted pupils. This past	Provide a specific whole school PL and L and T focus based on our new L and t framework - on Feedback. High Expectations, Challenge, Learning from mistakes, Supporting partnerships to inform production of new L and t toolkit catalogue for all staff. Embed the new L and T framework across our learning community including our 5 associated primary schools. Improve consistency of high quality learning experiences for pupils in our BGE. SLT pupil trails across BGE pupils revealed this to be an area to develop.	5

All young people have opportunities to provide feedback on their experiences of learning regularly at a classroom, departmental and whole school level. Staff implement meaningful changes based on learner's views and ideas The young people increasingly understand the value of mistakes as opportunities to enhance and build on their learning. The learning environment in all areas is built on positive, nurturing and appropriately challenging relationships, which lead to high-quality learning outcomes for most pupils. A high-quality parental engagement strategy supports learning at home and pupil engagement. A large number of staff across the school are involved in extra-curricular activities, supported study, and are members of staff wellbeing teams, all of which promote a positive, nurturing learning environment.	year pupil focus groups have focussed on feeding back on the quality of wellbeing in the classroom and LI/SC. As a whole school too our focus hsa been on learning Intentions and success criteria - across every subject and faculty, in order to build consistency of approach and deliver more impactful teaching. We had identified this focus as a result of our analysis of pupil-led L and T survey (979 responses) which had revealed that the purpose of learning to just over 30% of pupils was not always clear in each class. Overall pupil feedback on their learning led to the production of our new Learning and Teaching Framework (F.H.S.L.C) which is being rolled out across our Learning community. A new L and T toolkit (padlet) has been put in place that has been informed by staff and pupil views and underpinned by the latest research - it enables best practice L and T to take place. We provide many quality outdoor learning opportunities (including Duke of Edinburgh at all three levels, S3 Geography fieldwork) and curriculum related excursions which improve the quality of the learning experiences for all our pupils.		

The overall quality of teaching across the school is of good, and in many places very good.

Almost all teachers have very strong classroom routines which help young people to progress in their learning. They make explicit links between prior and current learning and use well-planned, meaningful starter tasks to motivate and focus learners.

Teachers routinely discuss the purpose of learning and what successful learning looks like with young people. Almost all teachers provide young people with a range of rich and meaningful contexts for learning. They seek opportunities for young people to exercise meaningful personalisation and choice in their learning. For example, digital technology is very well-embedded as a tool for learning. Young people use digital devices with confidence to share their work, gather detailed feedback from their teacher, and access helpful resources to support their learning. Teachers use digital technology creatively in order to motivate and interest young people during learning | Opportunities for our teacher to work together and seek to improve their practice (through high quality professional learning founded in educational research) underpins our PL calendar.

This year we introduced a new process for our Professional learning staff trio observations PL (focus was on LI and SC) where we started with a robust research led individual learning session informed by Hattie, Wiliam, followed by critical reflection in trios of learning undertaken followed by trio observations of classroom practice in turn.

Sharing strong practice is an ongoing feature of departmental and whole-school collaborative time.

SLT BGE pupil trails and class observations reveal staff using questioning well to check for understanding and recall previous learning.

Increasingly creative uses of technology are now being embraced by all staff and pupils to aid learning using ipads.

A high quality professional learning directly linked to individual priorities identified in staff PRD's leads to focussed training in | Ensure Learning Intentions are clear and consistently applied across all lessons with 100% success

Collate pedagogical approaches which result in positive outcomes for learners around our F.H.S.L.C Framework which will help contribute to our new L and T catalogue. | 4 |

Our teaching is underpinned by our shared school vision – 'excellence by all, excellence for all'. We have high aspirations and expectations of all across our school community and have embedded a growth mindset practice across most classrooms. Staff work very well together to share practice and expertise to improve learning, teaching and assessment. We take good account of current educational thinking when planning for improvement. Our professional development is very well supported by regular opportunities to learn together and crucially is underpinned by research -led best practice. We are utilising our use of spaces around the school to deliver outdoor learning (TBC, ML, SS, STEM) and community spaces (eg HWB)	relevant pedagogical practice throughout this session. Staff Feedback from our professional learning observation trios provide meaningful evidence of HQ learning and engagement across all faculties.		
Assessment approaches are matched to the learning needs of learners and are used to support them to demonstrate where they are in their learning. Feedback is used very effectively.	Faculty improvement plans continue to have assessment as a priority in line with SIP, CL feedback, QA meetings. Rigorous planning, scheduled observations and ensuing professional dialogue allow staff	We still need to ensure BGE pupils have more regular conversations about their learning with their teachers to review progress and agree targets and strategies for improvement.	5

Almost all teachers use a significant range of appropriate and well-considered assessments to identify young people's progress and next steps in learning. Almost all faculties use a balance of summative and formative assessments successfully. All teachers use assessments to inform planning and interventions as part of the school approaches to planning learning, teaching and assessment. Young people have good opportunities to take part in a range of peer and self-assessment activities. Teachers and young people's use of formative assessment strategies is becoming increasingly embedded into the daily routine of lessons. Almost all teachers use approaches such as quizzes, self-and-peer assessment and exit passes to check on learners' understanding. Senior and middle leaders have established robust and well planned whole-school approaches to planning, tracking and monitoring in both the BGE and the senior phase which ensure young people make very good progress in their learning. Each department has	to share best practice and deliver high quality lessons. Pupils are regularly involved in recording of assessment results allowing individuals to identify their strengths and next steps. Calendar of work scrutiny. Accuracy of estimate vs actual grading for SQA examinations. More use is being made across the school of the expertise of staff who are SQA verifiers and markers. Robust internal verification including cross marking moderation systems in place across all faculties. Robust systems are in place to monitor our Care -experienced, BAME, ASN and Armed Forces pupils, providing targeting intervention as appropriate. Most of our young people are very positive about the quality and frequency of the feedback provided by teachers. As a result, they are able to talk about their strengths and what they need to do to improve, particularly in the senior phase. Staff are increasingly confident when making their assessment judgements in the BGE. We continue to refine their approaches to moderate teachers' judgements to ensure that standards are shared. Staff also make very good use of attainment data to validate	SLT to facilitate more impactful moderation opportunities for all BGE teachers session 25/26, internally and externally.	

their own valuable approach to track learner progress. Faculties are provided with clear information to ensure learners who may experience additional barriers to learning are identified and supported timeously. All staff have well-developed skills of data analysis which are focussed on improvement.	these assessment judgements.		
As a result of our manageable processes to monitor and evaluate learners' progress we have clear information on their attainment over all curriculum areas. This includes FSM, CEL, ASN, AF, SIMD and those facing additional challenges. Tracking reports are issued 4 times a year across all year groups. Feedback from parents on this regularly is extremely positive.	Faculty heads' tracking and monitoring data is collated centrally via DHT Links to allow CL's and SLT to have a strategic overview of the progress of individuals and groups of pupils. Targeted interventions at the whole school, faculty and classroom level are put in place to support pupils. This includes pupils at the risk of underachieving and to a slightly lesser extent those who would benefit from greater challenge. Data is actively and robustly used to evaluate the effectiveness of all interventions designed to improve outcomes for all learners, and to drive improvement. Parents are given 6 points each session to get feedback on learning - 4 tracking reports, one written report and a parents evening.	Continue to develop more advanced tracking and monitoring of targets groups (eg Science) with more detailed spreadsheets as part of our support for individual learners. Whole faculty results spreadsheets to be increasingly utilised. Continue to build on our high quality whole school Quality assurance programme. Ensure targeted interventions for all pupils highlighted by our new 'challenge indicators' system.	5

2.7 Partnerships			
- Impact on learners (Parental Engagement)			
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 theme using the HGIOS?4 six-point scale?**
Firrhill high school enjoys positive relationships with parents and carers based on mutual trust and respect. In May 2024 we launched our first whole school parental engagement strategy in May last year. This was co-crated following a robust consultation and engagement process with parents, pupils, staff and partners. The strategy is based on shared values and a shared vision for maximising outcomes for young people across Firrhill High School and highlights ways their parents and carers can support them. It uses Goodhall and Montgomery's (2014) definition of parental engagement as "active and meaningful involvement in children's learning ". Our strategy is contextualised for our practice in Firrhill and engagement and communication between parents, staff and pupils continue to be regular, structured, supportive and affirming.	Parental attendance at the Parent Council meetings and engagement through our Fundraising Group (PTA) have both significantly increased. Attendance at PC meetings is regulkarly now around double that seen in previous years. Parental commentary, through both formal and informal channels, on the engagement and communication strategies we are using has been very positive – the parental information sessions on exam stress, good mental health, Bring Your Parent to School day, pathways and the Raising Teens with Confidence programmes have been very popular and well attended. The Firrhill Friday update has proved very popular with parents as has the 'one-stop-shop' padlet which provides easy access to a wealth of information to parents and carers.	Continue to enhance our three strategic priorities—collaboration, community, and communication—with parents through the ongoing implementation of our new Parental Engagement Calendar. Continue to gather, audit, and share pupils' perspectives on how parents can best support learning at home. Use these insights to inform and enrich engagement across our school community. Work with our cluster primary schools to co-create a Learning Community Parental Engagement Strategy, promoting consistency, shared practice, and stronger links across schools.	5

Following a very successful pilot from August – October 2024, we have launched a new parental update called 'Firrhill Friday' which is shared weekly with all our school families and associated Primary HT's. The update is also included in our new Firrhill in Focus padlet – a one stop shop for information about the school accessible to all parents and carers. A new Parental ASN group was set up at the start of this session designed to support parents/carers of young people with Additional Support needs. This group liaise regularly with our DHT 2.3. Together with the school and DYW we ran a first 'Inclusive Pathways webinar event' in April 2025 designed to highlight how employers, universities and colleges support young people with ASN needs. Neighbouring secondary schools were invited too and the feedback was overwhelmingly positive. A larger scale version of this event will be developed this coming session. We successfully ran again our new 'How to Pass National 5' (Sept 24) and 'Bring your parents to school day' (May 25) - both with the largest number to date of parents/carers attending. We also delivered the 6 week 'Raising teens with			

confidence ' course to 36 families (April/May/June2025) – again very positive feedback. 'Live n Learn' (https://live-n-learn.co.uk/) was offered to all our S4 parents and a significant number took up the opportunity to attend the parental workshop 'Mindset for Exams' on how to support their child prepare for their first national qualifications. (February '25)			

3.1 Ensuring wellbeing, equality and inclusion - **Wellbeing** - **Fulfilment of statutory duties** - **Inclusion and equality**			
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 theme using the HGIOS?4 six-point scale?**
Our school ethos is built on principles of trust and respect and understanding the rights of young people. Relationships across the school community are very positive and supportive, founded on a climate of mutual respect within a strong sense of community, shared values and high expectations. Those approaches and our partnership working, pupil voice and parental feedback all play a vital role in ensuring that we celebrate success, make changes and adapt our approaches where necessary. Our Pupil Support staff have strong relationships with parents/carers and families and work hard to ensure these relationships are maintained. Staff set appropriately high expectations and are also aware of the impact of outside factors on the wellbeing of pupils. The PSE and PE programmes offer	We have a structured meeting programme which includes: House team (weekly meetings and covers all year groups). DHT link meetings with curricular CLs. SLT (weekly). Head teacher - Deputy Head teacher remit meetings (monthly). PSG meeting (monthly). 16+ meeting (monthly). These meeting provide middle and senior leaders with data and information that inform house teams to make timely interventions for those who require enhanced/targeted or individualised support.	We have formed a new middle leadership group within pupil support. This group will plan strategically and operationally focusing on ensuring we work as an integrated pupil support team. Embed the Challenge Indicators system to ensure proactive implementation of appropriate interventions and as evidence for regular review of pupils. This process is vital to ensuring that pupils receive the right support and at the right time.	5

progressive wellbeing learning which is benchmarked. All subjects deliver aspects of the well-being programme.			
Learners at Firrhill benefit from a high-quality education and relationships across the school community are positive. Our school staff have developed a climate of mutual respect, shared values and high expectations which is underpinned by GIRFEC, the wellbeing indicators and The United Nations Convention on the Rights of the Child.	Almost all of our young people feel safe, healthy, achieved, nurtured, active, respected, responsible and included. We have refined our positive behaviour and relationships policy, procedures and strategies with pupil voice at the heart of this process. Sponsored walk and ethos day activities for all BGE pupils is embedded into our school calendar and is open to all pupils. We break down barriers to ensure that all pupils are included and involved in our school community by providing financial and pastoral assistance when required.		
The implementation of our Wellbeing Team has been crucial in developing our range of personalised pathways and programmes. Our Wellbeing team have focused on equality, wellbeing and inclusion for a targeted group of pupils in the BGE. Our Wellbeing Team have successfully integrated some of their specialist interventions into mainstream curricular work, when appropriate.	Our proactive, reactive and flexible approach to wellbeing underpins our support structures. This ensures that we support our young people to achieve success. 30+ different interventions and supports are used. Partnerships with outside agencies (over 50) have been developed and in many cases enhanced. We have also seen a dramatic decrease in exclusions during session 2024 - 25.	The Wellbeing Team to support and lead extensive interventions that work across the whole school community. This includes consultation, guidance and further training and information of current approaches and working with colleagues across the school estate. Continue to assess interventions for those at risk of exclusion.	

Our range of interventions through our wellbeing team is very wide. Interventions are personalised, proactive as well as being reactive. The work of the Wellbeing Team is underpinned by 3 Core Values to effectively support pupils in our care. These values inform our decision-making and are built into our daily practice. They are: 1. Build strong relationships with Pupils and parents/carers 2. Model positive behaviours (don't get too high, don't get too low), and; 3. Unconditional positive regard towards the pupils. We have developed excellent relationships to create partnerships with outside agencies. This allows us to create flexible and supportive interventions that are pupil-centred. These include: Barnardo's; Kevin Thompson Football Academy; Edinburgh College; Big Hearts; Clovenstone Boxing; Edinburgh Rugby; Scottish Fencing; Sight Scotland;	In the Wellbeing Team, Children's Rights are embedded into decision making processes and plans around Nurture and Wellbeing interventions - such as the pupil designed pop-up Sensory room. The Wellbeing Team run a daily Inclusive Practice Support System for vulnerable pupils to be hosted safely as well as being fed, watered and given help to regulate.	Further develop more accreditation for outdoor learning across the BGE and senior phase through our integrated pupil support team.	

Swanston Farm; Colinton Cattery – Therapet. Community Trades Hub; PSAs and PSOs know our young people well. Weekly Wellbeing team meeting aids this process. SfL Leader meets with PSAs and other SfL staff on a regular basis to share information. PSAs provide valuable feedback to inform YPPMs. The formation of the Pupil Mental Health group has increased peer support to pupils and improved awareness of the importance of good mental health and how to access support when required. Year and school council information provides us with vital pupil and learner feedback, including information related to pupil wellbeing, which we act upon. Pupils lead wellbeing supports through targeted intervention which offers support in a timely and individualised manner. We have appropriate supports in place to refer to professional wellbeing/counselling supports, if they are required. All staff are aware of the importance of promoting and supporting health and wellbeing to ensure all pupils can achieve and attain regardless of their background.	The implementation of our whole school wellbeing strategy. Pupil feedback and learner participation information has been used to successfully identify impactful interventions and to assess their effect on young people. Attendance at, and engagement with, these interventions has been very good. We have been shortlisted for a TES Award in the Pupil Mental Health Initiative category. Pupils are made aware of and engage a range of other supports available to them through a variety of methods. Those supports include: The Bubble, Care Experienced Learners safe spaces, Young Carers, Children's Rights posters highlighting their rights as Rights Holders, GSEA chat space, Equalities pupil group, Anti-Racism termly pupil feedback group, yearly present wrapping initiative.	Develop further opportunities for collaboration between teaching staff and our support staff (PSA & PSO teams). Develop a structured PSA & PSO training programme to build capacity, confidence and capabilities with our support staff.	

Development of the Mental Health & Wellbeing award, led by the HWB faculty has been identified by SQA as good practice. This course is being developed by the school as a level 6 award, working closely with the SQA to be the first school to offer this pathway from level 4-6. The impact of the curriculum development can be demonstrated through improved outcome data, particularly in the breadth and depth measures presented by the SLT.			
Our staff wellbeing programme is also crucial in promoting and supporting health and wellbeing and helps our staff act as role models and staff actively embrace these opportunities. There is a large staff involvement in wellbeing activities. At appropriate times, staff wellbeing activities are celebrated across the learning community. We use a strengths based approach to wellbeing - underpinned by our three core aims of preserving, promoting and protecting wellbeing.	Our staff wellbeing activities are regular, consistent and inclusive. Activities include mental, emotional and physical aspects and cater for all staff at Firrhill.		
We have effective systems in place that provides staff across the school with the required information, profile of needs and strategies. Staff are updated on policy landscape in relation to	Regular child protection and safeguarding updates - Yearly August in service input to all staff (teaching and non) and information shared throughout the session.	Embed further training, guidance and support for all staff in our professional learning calendar focusing on meeting learners needs and personalised support.	4

wellbeing, equality and inclusion. This is done via staff training and through policy updates with the following: Equalities and Antibullying policy, Equity and Inclusion Policy and Relationships, Learning and Behaviour Policy and the Parental Engagement Strategy. Our previous Filemaker Pro system has been replaced by *pupil tracking*. Our sharing of information across house teams makes relevant information available to the appropriate staff members. This system enables all staff to know and respond very well to the individual needs of children. Furthermore, it allows staff to effectively differentiate tasks, activities and resources to ensure appropriate pace and challenge for all learners.	Staff know how to report speedily and correct procedures. Regular updates provided to staff incidents. Full de brief and reminders sent to staff. Head team (pupils) receive child protection training as part of their role. Extremely strong partnership working with school counsellors.	Embed and develop the capabilities of all staff using the Pupil tracking system. Use the systems available to ensure staff are kept up to date with essential information on pupils. Key recommendations highlighted in the COE Inclusive Practice Review (Nov 2024) which included: Strategic auditing of statutory GIRFEC folders and information.	
At Firrhill, protected characteristics are not barriers to participation and achievement. We have effective strategies in place which improve attainment and achievement for young people facing challenges. This include deprived areas, young carers, those who are looked after and those with additional support needs. The wide range and quality of our School Colours Awards highlights both the achievements of young people but also	Our Right Respecting Schools (RRS) pupil feedback confirms this and reinforces the feedback from UNICEF in our Gold RRS Award report which illustrates our sector-leading practice. Our Learning Festival in May 2025 had a specific focus on the Rights of the Child. This festival was attend by all staff in our learning community (nursery, primary and secondary staff).	Prepare for re-accreditation of Gold RRS (Autmn 2025) and support Learning Community towards accreditation. Embedding the UNCRC to ensure that these are evident and explicit in all areas of the curriculum and through learning & teaching. Specifically sharing the good practice to create visibly consistent practice in reference to the branding and explicit highlighting of articles across the curriculum.	6

the capacity for anyone to overcome potential barriers to success. We have excellent leadership of equalities. Our ethos and culture within the school ensure that the whole learning community has a shared understanding of wellbeing and the rights of the child. We have an excellent model of pupil voice and learner leadership. Young people are knowledgeable about equalities and inclusion and they feel able to challenge discrimination, xenophobia and intolerance when they come across it. Our Equalities Calendar of events and rolling assembly programmes are embedded into our school programme, evidence that we understand, value and celebrate diversity and challenge discrimination. Our approaches to inclusion and equality lead to improved outcomes for learners. Learners are included, engaged and involved in the life of the school through pupil/learner feedback and through our RRS, GSEA/LGBT and BAME pupil and staff groups. This supports our children and young people to do their best.	Evidence includes: Gold rights respecting school: UNICEF re accreditation report. GSEA group leading the implementation of LGBT+ Charter; Pupil voice from RRS group highlights that we are inclusive, Year councils, led by members of the senior school councils (using the learner resource from HIGOS 4). Wide range of extra-curricular and study clubs. S6 committees, led by pupils and staff. LGBT Charter Silver Award. Our Equalities Curriculum Map highlights good practice throughout the school community in relation to equality, diversity, children's rights and global citizenship. Children's rights are embedded across the whole school curriculum. This is re-visited via SMT each year and cascaded to all staff. Whole school learner participation survey highlights inclusion and equality as a major strength of the school.		

Attainment data is shared and robustly analysed by the Headteacher and then through a highly effective Quality Assurance programme where it is used to inform data-driven approaches and interventions to improve pupil outcomes. Analysis of attainment data is used by all faculties to assess the performance of key equity cohorts in relation to their peers. Those cohorts of pupils include: Armed Forces/Services pupils Care Experienced pupils SIMD 1-3 pupils BAME pupils ASN pupils EAL pupils Pupils with an assessed disability.	Specific focus through our quality assurance process and equity cohort analysis also highlights our positive approaches to supporting children and young people. We recognise the potential impact on pupil attainment of belonging to multiple cohorts and information is shared with staff to ensure they are aware of the cohorts every pupil belongs to. This is part of our approach of high expectations for all, coupled with an awareness of factors which may impact on pupil outcomes. This 'predict and prevent' approach has contributed to the significant improvement in pupil performance (general and in these cohorts) over the past several years.		
The Ready to Learn programme is tailored to the needs of individual pupils and uses information from staff to create a bespoke intervention that is designed to reduce the risk of behaviour likely to lead to exclusion.	A significant majority of the pupils who have been referred to Ready to Learn are either not excluded at all or are not excluded for a second time.	Integrate the Ready to Learn programme with the Ready to Learn (RtL) intervention programme with the new ESP and also WBH & SfL.	
Our pastoral and academic support for Armed forces/services pupils is very good. We have an enhanced transition and enrolment process and support armed forces/services pupils to achieve and attain. Our attainment review has	Interventions include: - Class Act; - Army Engagement Workshops; - Enhanced transition support into school and post school support (16+);	Implement a targeted mentoring and attainment mentoring programme in the senior phase after SQA results. S4 identification from pupil support team.	

looked deeply at interventions that are effective and we have a clear understanding of the specialist and different learning needs of armed forces/service pupils. Armed Forces pupils form an important equity group at Firrhill. The AF cohort have targeted, planned interventions for both their academic and wellbeing progression. AF pupils are tracked and supported by staff as well as input from partner organisation Children 1st. Over many years the school (and Learning Community) have made successful bids for MOD funding to support initiatives focused on the particular needs of AF pupils, such as family separation, anxiety over potential harm to parents on active service, high levels of disrupted education through parental postings and the increased stresses to family life of long-term separation and repeated relocation. Our Armed Forces pupils supported by key staff have constructed and created a documentary feature to assist all schools in understanding the unique challenges and opportunities presented by having Armed Forces/Services Pupils in a school.	- Regular wellbeing and academic support through 1:1 and small group working; - Partnership working with Napier University and Forces Children Scotland - Wellbeing support through partnership working with: Army Welfare. Army Engagement. Forces Children Scotland. Children's 1st. The pupils and Firrhill staff feature in the professionally filmed and edited programme providing a pupil- and school-eye view of best practice in this area. The piece will be made available to any school to assist in their support approaches for Armed Forces/Services children.		

3.2 Raising attainment and achievement
- **Attainment in literacy and numeracy**
- **Attainment over time**
- **Overall quality of learners' achievement**
- **Equity for all learners**

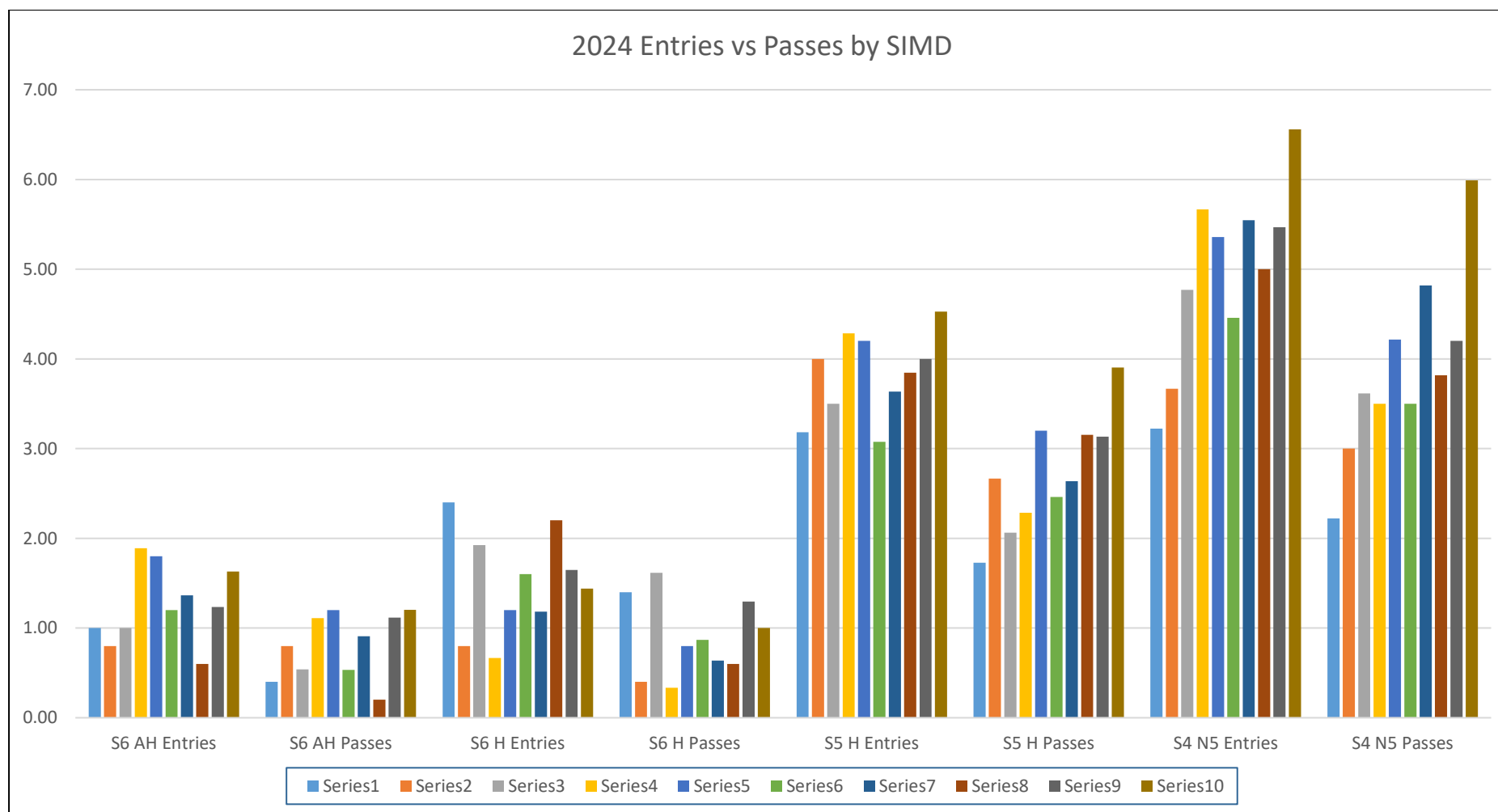| How well are you doing? What's working well for your learners?	How do you know? What evidence do you have of positive impact on learners?	What are you going to do now? What are your improvement priorities in this area?	How would you evaluate this QI theme using the HGIOS?4 six-point scale?
Attainment over time has been improving. Both breadth and depth of attainment is improving. The gap between pupils from the most- and least-affluent postcodes has significantly reduced over time.	In 2015 the gap (as measured by tariff points) between SIMD 1 and SIMD 10 was 67%. In 2017 the gap between Care Experienced pupils and their peers was 77%. In 2024 those gaps were 45% and 41% respectively. The re-introduction of full course content and coursework assignments seems to have played a part in these gaps widening from 2023 but overall the trend for these measurements is a narrowing of the gap.	Faculty-level analysis and actions focus on those areas where performance of pupils is less that we want it to be. This requires a nuanced and detailed assessment of available data and application of approaches we know are successful while changing those that evidence shows are not as successful as we need them to be. Continued focus on these pupils and ensuring they have appropriately structured work and that we retain high expectations for every pupil, irrespective of the additional barriers they may face.	5
Attainment in literacy and numeracy is high in the BGE. Level 5 attainment in numeracy for S4 pupils was above VC in 2024. Our higher expectation for S4 level 5 numeracy attainment has taken our attainment above VC this year –	Level 4 & 5 comparisons in S4 were just below VC for literacy. Both measures were above VC for numeracy.	We will continue to apply a more rigorous policy of level 5 entries for both literacy and numeracy to ensure that the comparisons between the performance of our pupils at level 5 is being fairly	

reversing the pattern of lower-than-VC attainment between 2021 and 2023. Level 5 literacy dropped slightly below VC level (by c. 0.5%) from being above VC in three of the preceding four years. Level 6 attainment by the end of S6 is above VC for literacy – and has been for each of the past five years – while numeracy is below VC. However, the gap has reduced from c. 10% in 2020 to less than 3% in 2024.	In S5 comparisons at level 6 vs VC place English well above (5%) the VC and Numeracy slightly below (2%). By the end of S6 Literacy is ahead of VC (2%) and Numeracy still has a similar gap (2%).	compared to performances of pupils elsewhere. We continue to make efforts to improve results in Mathematics at N5, especially in Applications of Mathematics. Entries for N5 Mathematics have remained stable (136 in 2019, 137 in 2024) but with the pass rate rising from 60% in 2019 to 85% in 2024. Performance of pupils in Higher Mathematics continues to be very good (88% A-C pass rate in 2024) from 91 entries (compared to 190 for Higher English).	
Performance of pupils across the range of subjects is very strong and has been improving over time. Staying-on rates into both S5 and S6 are very high and classes often run at maximum, or close to maximum, numbers at both N5 and Higher. We present pupils for a large number of AH courses (21 in 2024) with high levels of uptake and success (251 entries and 178 A-C passes – 71%). The pathways on offer in the senior phase and the efficient timetabling of classes, including appropriate use of classes with S4,5 and 6 pupils in them, provides	Comparisons of attainment for the Lowest 20%, Middle 60% and Highest 20% across all three years of the Senior Phase indicate attainment by Firrhill pupils above that of the VC.* This attainment in excess of the VC is especially true for S5 and S6, particularly for those pupils in the lowest 20% cohort. Our highest 20% in S6 are attaining tariff points equivalent to 1 A and 1 B at Advanced Higher and 3 As at Higher. The S5 highest 20% cohort have a best five tariff points in excess of 5 As at Higher.	We continue to focus on key equity groups and borderline pupils. We will continue to refine our approaches for early identification of pupils not on track and to use targeted interventions, including a mentoring system, for specific pupils. The use of NPAs and Skills Awards will continue to make a valuable contribution to this aspect of our work.	5

a wide range of opportunities that meets the needs of our pupils.	On leaving S6 the middle 60% continue to achieve a best five results well in excess of 5 A grades at Higher (most of these pupils will have at least one pass at AH in addition to their Higher passes from S5 & S6). * VC for the Highest 20% in S4 exceeds the 5 A grade total indicating the attainment of Highers in S4. We do not routinely present for Highers in S4 so we take our VC measure to be 420 tariff points (5 As at N5) for that cohort.		
The range of wider achievement activities offered by the school is extensive and uptake from pupils continues to be strong. Extra-curricular clubs, societies and groups provide an extensive range of options for pupils to pursue their interests and to develop new ones. Throughout all these clubs, pupils are building relationships and developing the four capacities as well as skills for life, learning and work. This also contributes to the HWB agenda which has a high profile in the school. The pupils have opportunities to influence and contribute to their learning experiences developing their capacity as effective contributors. These opportunities include serving on our S6 Senior Student council, Our year councils S1 – S5, our Rights Respecting	Pupil participation in extra-curricular activities is good across most years – music, drama, hockey, football, basketball and netball all have high numbers of participants. Many of these activities are actively supported by parent volunteers as coaches and team managers as well as the active participation of school staff. Duke of Edinburgh at Bronze level is a popular curricular choice in S3 with c.80 pupils participating and completing the award. Silver is an extra-curricular option for S5 pupils with anything up to 30 pupils involved. Gold is an S6 curricular option and routinely has 12-15 pupils completing the award. Pupil involvement in the Rights Respecting School work is extensive. There is a pupil RRS group that drives much of the work we do and liaises effectively with the staff RRS group. This work connects to wider		6

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School groups, Mental Health wellbeing group and others. Pupils who participate in wider achievement activities can be nominated (by self, peers, parents, staff and others) to receive recognition for their efforts. This provides valuable information on broader pupil participation as well as the opportunity to recognise high-level achievement in a range of fields. Our Colours Awards are now in their third year and we receive hundreds of nominations for consideration. As young people move to their final year in school they have increasing opportunities to develop their leadership skills through their roles as School Captains, House Captains and Prefects. Acting as mentors, a number of S6 pupils enhance the experience of younger pupils in BGE classes.	equalities, diversity and inclusion work and does much to contribute to the open, friendly, tolerant, and welcoming culture that pervades the school. Our BGE and Senior Phase Colours Awards recognise a wide range of non-academic achievements under the broad headings of Endeavour and Representation. Achievement in leadership, kindness, citizenship, effort and resilience as well as representation in arts, sport, media, maths, science and many other areas at local, regional, national and international level. These awards are presented at two separate awards ceremonies that are well attended by parents/carers. The Senior Student Council (SSC) are selected through a very tough and competitive three-stage interview process. Roughly 1 in 3 S6 pupils applies for a place with only 18 (c. 10%) achieving a place on the Council. The SSC serve as a connection between senior staff (HT & DHTs) and pupils, especially through the Year Councils, all of which are chaired by SSC members. SSC members also link with our LC primary schools and act as a single point of contact to promote better links between primary pupils and their high school.		

Comparisons of performance between 2016 and 2024 clearly demonstrate that our pupils are attaining at a higher level across all demographics.

We expect high levels of attainment across all parts of the pupil population and closely monitor key groups to maximise their attainment. We have closed the gap between the lowest and highest SIMD deciles but have more work to do. Our internal targets are much more demanding than national or VC measures which we are performing very well against.

In 2016 very few pupils outside the higher deciles progressed to even an entry at AH, let alone a pass. In 2024 there was again a greater parity of both opportunity and attainment across the deciles.

Strategies for working with our ASN pupils are available to staff and updated on a regular basis. All faculties provide an extensive supported study programme for pupils, as appropriate.

The school runs a breakfast club for pupils, a homework club and wider nurture activities. Effective partnership | The figures at the end of this section show the breadth and depth of performance (passes) and opportunity (entries) at N5, H and AH across the Senior Phase.

Attainment relative to National SIMD performance is strong with only two deciles in S4 (1 and 4 - a total of 18 pupils)) below national levels. In S5 no deciles are below the national levels with two (1 & 5) above. In S6 decile 8 is well below national levels and 4 greater (3, 4, 7, 10) and 1 much greater (1). The picture against VC is similar with no decile marked as significantly below VC on Insight and 2 deciles (S5: , S6: 10) greater than VC.

The number and height of the bars in the 2024 graph again demonstrate clearly the journey that our senior pupils have made since 2016. (It is also interesting to note that in 2016 the maximum N5 entry for our S4 pupils was 8, compared to 7 in 2024.)

The improvement in attainment in deciles 1-4 is clear and although these figures do not show it there has also been an improvement in the standard of passes being achieved (see earlier references to attainment vs VC for low, middle and highest cohorts in each year group). | While our performance relative to both National and VC measures is generally good, or very good, that is a reflection of the national position and we have ambition to do better than those national measures.

We continue to focus on key equity groups and borderline pupils. We will continue to refine our approaches for early identification of pupils not on track and to use targeted interventions, including a mentoring system, for specific pupils. | 5 |

with a number of partner organisations supports access to wider achievement.	Some of our deciles may contain only a handful of pupils and the volatility of such small groups can make individual year-to-year comparisons less reliable – however the trend over time is clear as to improved pupil performance. Provision for pupils with ASN is regularly praised by parents and carers. In-class and small-group/1:1 supports work well for the vast majority of pupils who require this level of support and ASN pupils make good progress in comparison to their peers. Formal Additional Arrangements are put in place as per regulations to support ASN pupils through formal assessments. Excellent liaison between the Chief Invigilator and the SfL Leader ensures all pupils receive the support they need through the examination period. ASN pupils achieved 78% of the tariff points of non-ASN pupils across the three years of the senior phase, up from 64% in 2017.		

2024 Entries vs Passes by SIMD

Within each category the bars indicate the average number of entries/passes by SIMD decile with decile 1 to the left (light blue) and decile 10 to the right (light brown).

2016 Entries vs Passes by SIMD
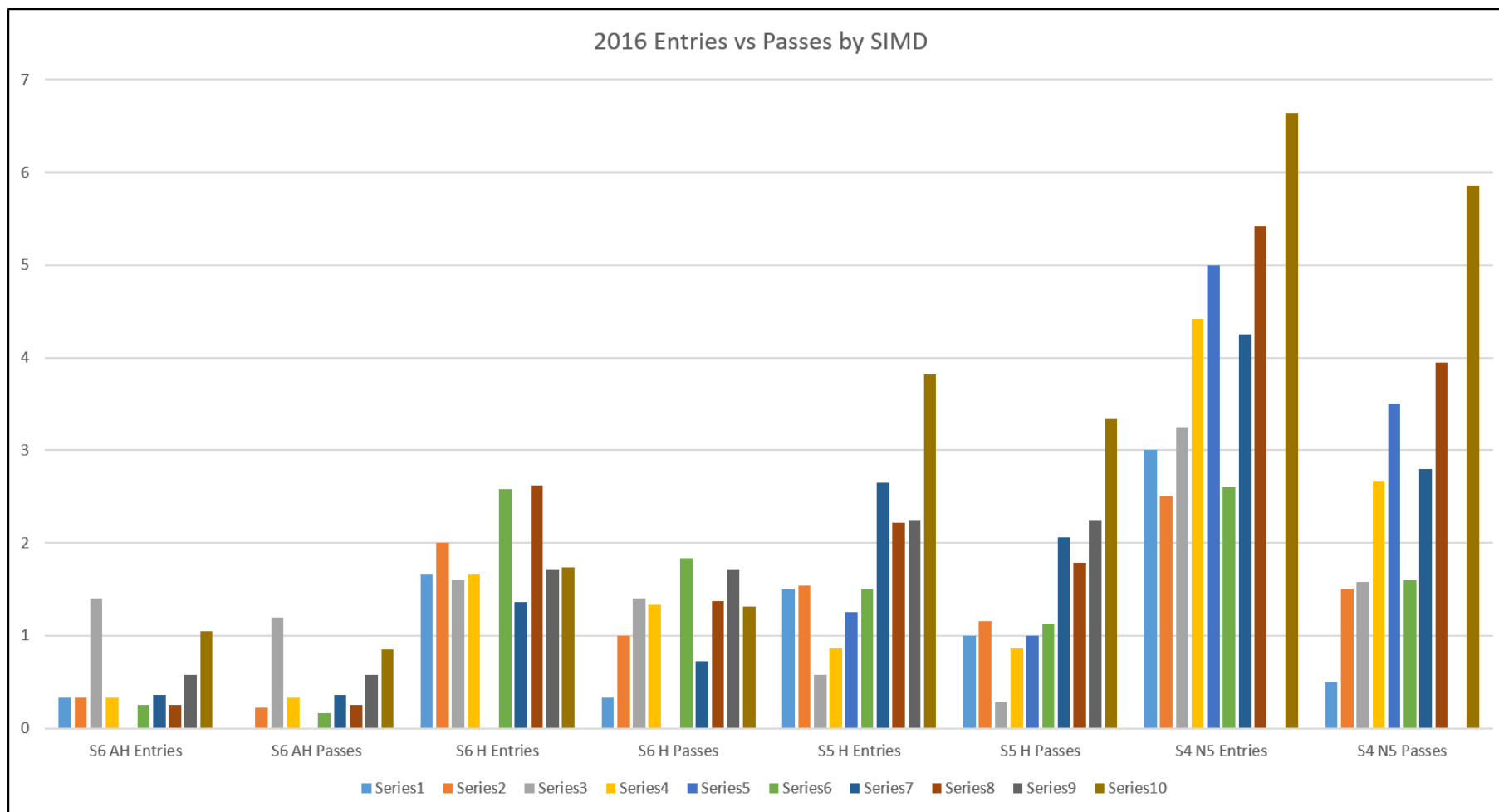
Quality Indicator Self-Evaluation Timeline

QI	2024/25
1.1 Self-evaluation for self-improvement	
1.2 Leadership of learning	
1.3 Leadership of change	**Dec 24 & Apr 25**
1.4 Leadership and management of staff	
1.5 Management of resources to promote equity	**Mar 25**
2.1 Safeguarding and child protection	**Jan 25**
2.2 Curriculum	**Sep 24**
2.3 Learning, teaching and assessment	**Nov 24 & Mar 25**
2.4 Personalised support	**Oct 24***
2.5 Family learning	
2.6 Transitions	**Oct 24***
2.7 Partnerships	**May 25**
3.1 Ensuring wellbeing, equality and inclusion	**Oct 24* & Jan 25**
3.2 Raising attainment and achievement	**Oct 24 & Feb 25**
3.3 Increasing creativity and employability	**Jun 25**

All QIs shaded green were reviewed in 24/25. This covered the QIs scheduled in our QA programme for the session and also additional reviews undertaken in preparation for the Inclusive Practice Review in October 2024 (indicated with *).

Summary of evaluations against key indicators

Quality Indicator	Evaluation
QI 1.3 Leadership of change	Excellent
QI 2.1 Safeguarding and Child Protection	*Very Good*
QI 2.2 Curriculum (Learning Pathways)	*Very Good*
QI 2.3 Learning, teaching and assessment	Very Good
QI 2.7 Partnerships (Parental Engagement)	*Very Good*
QI 3.1 Ensuring wellbeing, equality and inclusion	Excellent*
QI 3.2 Raising attainment and achievement (from 2023)	Very Good

* In 23/24 we graded this as a Very Good primarily in recognition of our higher than usual number of exclusions. The significant work that has been undertaken in response to that situation, in particular through the enhanced and expanded wellbeing and support approaches using both school staff and external partners has reduced that figure to a very low number in 2024/25. That, combined with the continuing sector leading work in relation to our Rights, Equalities and Wellbeing work gives us confidence to again rate this aspect of our work as Excellent.