FIRRHILL HIGH SCHOOL
SCHOOL IMPROVEMENT PLAN
2023-24

"Providing learning opportunities of the highest quality"

EDINBVRGH
THE CITY OF EDINBURGH COUNCIL

CHILDREN AND FAMILIES

Excellence for all, excellence by all

The tasks which are included are there because they enable the outcomes for learners to be achieved. It is the outcomes which lie at the heart of the process and our efforts should be directed towards enabling all pupils to achieve them consistently.

The SIP is laid out under three overarching priorities:

Excellence in Teaching, Learning & Assessment
Ensuring an Ethos of Inclusion
Building Capacity, Improving Consistency, Fostering Creativity

In each of these priorities the relevant Quality Indicators from HGIOIS?4 are cross-referenced. There is an updated 4 year programme for the review of all 15 QIs.

A reminder that the 4 'key' QIs are as follows:

1.3   Leadership of change
2.3   Learning, teaching and assessment
3.1   Improving wellbeing, equality and inclusion
3.2   Raising attainment and achievement

Each of these QIs is reviewed twice each year (along with 1.5 Management of resources to promote equity which is reviewed once a year). All the other QIs are reviewed over the four year period.

Within each priority specific tasks associated with that aspect of improvement are listed along with timelines, responsibilities and the intended outcomes for learners.

There is no column to record progress or evaluate tasks. Rather than try and squeeze that into this document a separate document will be used to record progress on tasks and this would sit alongside the SIP as a record of work done and progress made against the improvement priorities.

2023-24 Introduction

The 22-23 school year felt mostly like back to normal. Of course, there are still some signs of the disruption caused by covid evident in a wide range of aspects of school life. Examinations are not quite back to normal and disrupted learning has meant 'catch-up' learning is still needed to fill gaps in knowledge and skills.

Despite the impact of covid our senior pupils achieved our best ever results in S5 and S6. This new plan is written before the 2023 examination diet is even finished and we await the results in August in both anticipation and expectation confident in the routines, practice and pedagogy that has supported previous cohorts so well.

The 22-23 SIP deliberately used a slimmed-down approach focusing on quality rather than quantity. As always, at the heart of that plan was the empowerment of staff at all levels in the school to exercise professional autonomy, apply their professional expertise and to draw from the wide-range of high-quality professional learning on offer to enhance and develop teaching and learning. This is particularly true of our approach to Collective Teacher Efficacy and the success of that approach has made it easy to retain this approach in this 23-24 plan.

It will be obvious that this SIP replicates much of the 22-23 plan. That is neither an accident nor a lack of imagination. By almost any measure Firrhill is doing well. It is right and proper that we seek to make incremental gains across the range of improvement priorities, building on the excellent practice we have in so many areas. There is an old axiom of "it ain't broke, don't fix it" and that would be a good way of describing this iteration of the school improvement plan.

There are two significant additions to the SIP for this year. The first in Priority 1 is the introduction of our new Wellbeing Hub Approach. This will provide support for those pupils who find engagement in school the greatest challenge and equip them with the skills and confidence to attend classes and participate as fully as possible. Without a physical 'hub' location this approach will focus on the development of strategies both in small groups and working in partnership with staff across the school.

The second, in Priority 2, is the introduction of Class Charts and Provision Map. Class Charts provides every teacher with a multitude of tools to manage seating plans and behaviour. It also provides powerful analytics that will be of use to every member of staff from the classroom to the Headteacher. Provision Map will initially be a replacement for the ASN database but it provides much more, in particular connecting ASN information with the analytics and tracking capabilities of Class Charts. You will see that the 23-24 year is designed to be a 'soft start' allowing every member of staff to learn and use Class Charts at their own pace, working towards the point in May 24 where every member of staff is confident and competent in its use ready for the start of the new timetable.

Priority 3 remains unchanged but will take further our excellent PL programme and build on the really good work done over 22-23 on partnership development and parental engagement. Our RRS work continues to permeate every aspect of our work and it will continue to be one of the most important things that bind us all together as a powerful and supportive learning environment.

Another challenging, exciting and productive year lies ahead of us all.

Graham Hamilton
May 2023

Priority 1	Excellence in Teaching, Learning and Assessment	Overall Responsibility	Headteacher
Measurable Outcomes:	Literacy & Numeracy results line with/better than Virtual Comparator (VC) by end of S4 & S5 Achieve stretch targets in BGE, SIMD-related attainment targets and VC targets in Senior Phase (see appendix 1) At least 80% of lessons demonstrate appropriate levels of differentiated challenge		

NIF Priority 1 – Improvement in Attainment/Achievement, particularly in Literacy and Numeracy NIF Priority 2 – Closing The Attainment Gap Between The Most And Least Disadvantaged Children	QIs/Themes 1.1 Self-evaluation for self-improvement 1.2 Leadership of learning 1.3 Leadership of change 2.3 Learning, teaching and assessment 2.4 Personalised support 3.2 Raising attainment and achievement

Tasks	By When	By Whom	Outcome for Learner
Collective Teacher Efficacy Continue intra-faculty approaches with a move to inter-faculty approaches during the school year, with all faculties participating in inter-faculty work by start of 24-25 school year. Agreed focus with measurable and realistic outcomes to continue All faculty staff involved in planning and year-long delivery Encouragement of PDSA/PE approaches to improvement approaches Connected PL, as appropriate SLT work with MLs/AMLs to facilitate impactful leadership of CTE actions • 23-24 Year 2 intra-faculty approach moving to inter-faculty • 24-25 Inter-faculty approach for all faculties • 25-26 Whole school approach	Ongoing	All staff	Empowering all staff to work more collaboratively to improve outcomes for pupils. To build culture where teacher/staff input is expected to improve pupil outcomes and that all pupils will benefit. Creation of embedded attitudes and approaches that will persist well beyond the current session. Improved attainment for all pupils, particularly those in Quintiles 1 & 2.
Continued embedding of use of devices and appropriate apps. Integration of use into classroom and home routines Continued PL as identified through PRD and city-wide developments.	Ongoing	Digital lead and coordinator HT/SLT All staff	Staff competence and capacity increased. Pedagogical approaches changed and developed to take account of the new technology. Improved pupil engagement with learning and improved outcomes.

| Development and embedding of the Wellbeing Hub Approach
• Clarifying purpose and approaches with key stakeholders
• Identification of pupil cohort
• Development and refining of approaches to support pupil cohort
• Liaison with all faculties across the school
• Liaison with external agencies as required and appropriate | May – June (prep)

August onwards

Ongoing | CL WBH Approach
DHT Pupil Support
SMT

All staff | Effective supports in place for those pupils who struggle to engage fully with school
Improved attendance at school and in lessons
Development of skills necessary to fully access their curriculum and attend all classes |

Priority 2	Ensuring an Ethos of Inclusion		Overall Responsibility	Headteacher
Measurable Outcomes:	Exclusions reduced compared to 2022/23 Achieve stretch targets for attainment of identified pupil groups (see Appendix 2) Achieve attendance targets for identified pupil groups (see Appendix 3) Firrhill continue role as Ambassador School for Rights Respecting Schools (see Appendix 5)			

NIF Priority 2 – Closing The Attainment Gap Between The Most And Least Disadvantaged Children NIF Priority 3 – Improvement in children's and young people's health and wellbeing		QIs/Themes **1.5 Management of resources to promote equity** **2.4 Personalised support** **3.1 Ensuring wellbeing, equality and inclusion**	
Tasks	**By When**	**By Whom**	**Outcome for Learner**
Implement Class Charts and Provision Map across all faculties Provision Map to replace FM Pro ASN database ('soft' rollout to encourage take up at suitable pace for individuals Formal implementation for all staff May 24 (at TT change) Forma WG to lead implementation and roll out of training Training time to be incorporated into WTA Liaison with other schools currently using Class Charts	August Training throughout year May 2024 for full implementation	Lead Teachers PS staff SLT & SMT All staff	Better tracking of pupil engagement. More effective seating to improve learning. Linking of ASN information and pupil monitoring. Improved tracking of intervention effectiveness. Better analysis of behaviour and allocation of support to address.
Refine the range of Challenge Indicators (CIs) to track for every pupil. Regularly review pupils against this list. Agree and apply thresholds for intervention in relation to tracked CIs. Align the 'Ready to Learn' intervention programme with the tracking of CIs. Expand staff/partner involvement as appropriate.	Ongoing As identified through tracking	PSLs / SfL Staff/external partners, as required	Early identification enables early intervention. Pupils do not disengage from school/ education and outcomes are improved.

Allocate PEF money to support the following initiatives to support all pupils who are underachieving or at risk of doing so – especially those from our key pupil groups: • PSO • Counselling • Sumdog • Class Charts & Provision Map • Homework Club • Breakfast Club • Parental Engagement • Reducing cost of the school day • Resources	Throughout the year	HT / BM / SfLL PSLs Staff, as appropriate	Improving equity of opportunity for pupils. Focus on disengaged pupils to re-engage with school and to improve levels of attendance and attainment. Using appropriate interventions to close the attainment gap between quintile 1 and 5.

Priority 3	Building Capacity, Improving Consistency, Fostering Creativity (Wellbeing)	Overall Responsibility	Headteacher
Measurable Outcomes:	80% of staff participate in at least one non-compulsory PL opportunity during the year 100% of leavers progress to a sustained positive destination 80% of pupils respond positively to impact of pupil voice on pupil experiences		

NIF Priority 3 – Improvement in children's and young people's health and wellbeing NIF Priority 4 – Improvement in employability skills and sustained positive school leaver destinations for all young people	QIs/Themes **1.1 Self-evaluation for self-improvement** **1.2 Leadership of learning** **2.4 Personalised support** **2.7 Partnerships** **3.1 Ensuring wellbeing, equality and inclusion** **3.3 Increasing creativity and employability**

Tasks	By When	By Whom	Outcome for Learner
Continue comprehensive Professional Learning programmes to include: • Leadership • Induction of new staff • Excellence in Learning • Excellence in Teaching • Excellence in Assessment • Equalities • Skills Development • Meta-cognitive strategies • Behaviour Management • Sharing Good Practice • Supporting ASN Learners • Staff Wellbeing • GTCS Standards – linked to PRD and PU Continue to connect PL programme to the needs of staff as identified through PRD.	Throughout the 2023-24 school year and beyond	All staff	Improved PL and professional knowledge and understanding enables more effective classroom, faculty and whole-school practice. Build confidence in PL delivery across more staff. Quality and consistency of learning and teaching are improved enabling pupils to do better.

Further widen and strengthen partnership working to include business (local, national & international), third sector organisations, parents, public sector bodies and other community groups, including with organisations that can address identified inequalities of access to opportunities by pupils.	Ongoing	SLT MLs DYW co-ord SDS advisor PSOs	By working with a wider range of partners we increase the opportunities available to pupils and widen the range of pupils who participate.
Continue to build engagement with parents/carers in order to communicate school aims more clearly and to better involve parents in the development of school aims. • Develop a parental engagement calendar including increased opportunities for engagement and information sharing • Build confidence in parents to support pupils at home in their learning • Invite S1 parents in for 'Pupil for a day' • 'Raising teens with confidence' empowers parent to be more confident with the relationships with their pupils and more resilient to challenge their children's behaviour. Target the next cohort of parents for the Raising Teens with Confidence course • Faculties to forge more links with parents/ carers • Initiate and light-touch management of specific parent support groups	Ongoing Pupil for a day during SQA exams Raising Teens with Confidence to run during session	SLT PC DYW co-ord SDS advisor Parents Other staff, as relevant	Better parental engagement raises status of school and education for pupils. Greater engagement of parents reduces conflict and disagreement and creates a mutually supportive relationship which benefits pupils. Better informed parents can better support pupils' learning and improve outcomes.
Pupil voice and feedback continues to be harnessed to improve learning and teaching. Build on 2022-23 work with SSC to build regular, repeated and sustainable approaches to involving pupils in the evaluation of their own learning.	Ongoing	HT / SLT SSC	Better feedback on quality of learning in classes. Pupils become active contributors to the processes of school improvement. Create a greater 'buy-in' to the school ethos and improvement through increased sense of ownership and efficacy.

QI	2023/24	2024/25	2025/26	2026/27
1.1				Jun 27
1.2	Jun 24			
1.3	Dec 23 & Apr 24	Dec 24 & Apr 25	Dec 25 & Apr 26	Dec 26 & Apr 27
1.4			Jun 26	
1.5	Mar 24	Mar 25	Mar 26	Mar 27
2.1				Apr 27
2.2	Sep 23	Sep 24	Sep 25	Sep 26
2.3	Nov 23 & Mar 24	Nov 24 & Mar 25	Nov 25 & Mar 26	Nov 26 & Mar 27
2.4	May 24			
2.5			May 26	
2.6				May 27
2.7		May 25		
3.1	Sep 23 & Jan 24	Sep 24 & Jan 25	Sep 25 & Jan 26	Sep 26 & Jan 27
3.2	Oct 23 & Feb 24	Oct 24 & Feb 25	Oct 25 & Feb 26	Oct 26 & Feb 27
3.3		Jun 25		

Quality Indicators

1.1 Self-evaluation for self-improvement
1.2 Leadership of learning
1.3 Leadership of change
1.4 Leadership and management of staff
1.5 Management of resources to promote equity

2.1 Safeguarding and child protection
2.2 Curriculum
2.3 Learning, teaching and assessment
2.4 Personalised support
2.5 Family learning
2.6 Transitions
2.7 Partnerships

3.1 Ensuring wellbeing, equality and inclusion
3.2 Raising attainment and achievement
3.3 Increasing creativity and employability

Appendix 1
Attainment Improvement Targets 2019-2024

BGE
Stretch Aims for Literacy & Numeracy (Percentage attaining level indicated by end of S3)

Literacy Third Level or better

Quintile	1	2	3	4	5
2017	*75%*	*77%*	*100%*	*81%*	*92%*
2019	77%	80%	100%	83%	93%
2020	78%	82%	100%	85%	93%
2021	82%	86%	100%	92%	96%
2022	85%	90%	100%	100%	100%
2023	87%	92%	100%	100%	100%
2024	90%	95%	100%	100%	100%

Numeracy Third Level or better

Quintile	1	2	3	4	5
2017	*90%*	*97%*	*100%*	*100%*	*100%*
2019	92%	99%	100%	100%	100%
2020	93%	100%	100%	100%	100%
2021	95%	100%	100%	100%	100%
2022	97%	100%	100%	100%	100%
2023	98%	100%	100%	100%	100%
2024	98%	100%	100%	100%	100%

Literacy Fourth Level or better

Quintile	1	2	3	4	5
2017	*40%*	*20%*	*28%*	*28%*	*42%*
2019	42%	27%	34%	34%	48%
2020	43%	33%	39%	39%	53%
2021	47%	44%	50%	52%	62%
2022	50%	55%	60%	65%	70%
2023	53%	65%	70%	78%	80%
2024	58%	70%	75%	83%	85%

Numeracy Fourth Level or better

Quintile	1	2	3	4	5
2017	*40%*	*33%*	*28%*	*36%*	*63%*
2019	42%	39%	37%	44%	66%
2020	43%	44%	45%	52%	69%
2021	47%	50%	53%	59%	70%
2022	50%	55%	60%	65%	70%
2023	53%	65%	70%	78%	80%
2024	65%	70%	75%	80%	85%

Senior Phase
Attainment by SIMD Decile/Quintile relative to SIMD D10/Q5 performance (Based on Insight tariff points)

Decile	1	2	3	4	5	6	7	8	9	10
2015	*33%*	*63%*	*62%*	*73%*	*40%*	*59%*	*73%*	*53%*	*104%*	
2019	60%	70%	70%	75%	75%	80%	80%	85%	90%	-
2020	65%	72%	72%	77%	77%	82%	82%	87%	92%	
2021	70%	74%	74%	79%	79%	84%	84%	89%	94%	
2022	75%	75%	75%	80%	80%	85%	85%	90%	95%	-
2023	80%	80%	80%	82%	82%	87%	87%	92%	97%	
2024	82%	82%	82%	84%	85%	89%	90%	94%	97%	

Quintile	1	2	3	4	1-5 Gap
2015	*43%*	*66%*	*53%*	*61%*	*57%*
2019	63%	72%	78%	83%	35%
2020	67%	74%	80%	85%	31%
2021	71%	76%	82%	87%	27%
2022	75%	77%	83%	88%	24%
2023	80%	81%	85%	90%	19%
2024	82%	83%	87%	92%	17%

Q1-4 Performance Relative to Q5 (2015 vs 2020 - 2024)
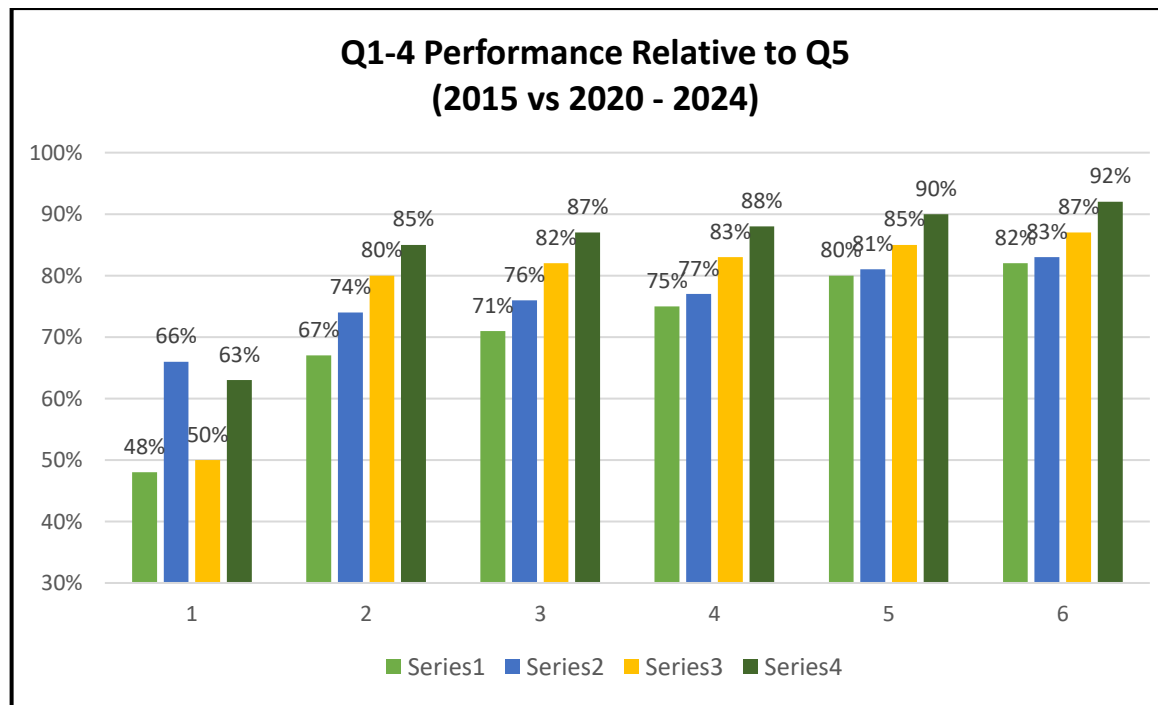
Appendix 2
Attainment Improvement Targets for Key Pupil Groups 2017-2024

Category	% of non-category tariff							
	2017	2018	2019	2020	2021	2022	2023	2024
FSM	54%	75%	77%	79%	82%	85%	87%	89%
ASN	64%	75%	77%	79%	82%	85%	87%	89%
Disability	56%	76%	78%	80%	82%	85%	87%	89%
Care Exp.	23%	27%	31%	36%	42%	50%	65%	70%
AF	65%	80%	82%	84%	87%	90%	92%	92%

Appendix 3
Attendance Improvement Targets for Key Pupil Groups 2018-2024

Category	Attendance %age						
	2018	2019	2020	2021	2022	2023	2024
FSM	91%	92%	93%	94%	95%+	95%+	95%+
ASN	84%	87%	90%	93%	95%+	95%+	95%+
Disability	93%	94%	95%	95%+	95%+	95%+	95%+
Care Exp.	88%	90%	92%	94%	95%+	95%+	95%+
AF	92%	93%	94%	95%	95%+	95%+	95%+

Appendix 4
Maintaining Gold: Rights Respecting Status (working toward 2025 Reaccreditation)

Action Plan

- Ensure there is a clear plan in place to ensure the sustainability of the excellent rights respecting practice. Continue to ensure that rights are explicitly linked to the curriculum, activities, and events throughout the school year.
- Continue to support children to develop and lead campaigns from a rights perspective.
- Consider participation in UNICEF UK's annual OutRight campaign.
- Continue to develop an ethos of inclusion and non-discrimination, providing opportunities to explore and celebrate diversity in all its forms including race, gender, belief, and different kinds of families so that all people feel valued and included.
- Continue to act as ambassadors for rights and the RRSA through your networks and in collaboration with the LA and local schools.