

Standards and Quality Report

Gracemount High School



Standards and Quality Report for session: 2017-18

Context Of The School

Vision Statement – statement of our intent

“At Gracemount High School EVERYONE is committed to working together to achieve excellence and equity. We embrace our young people as the heart of our community and through our culture of care, hard work and high expectations for learning, ALL our young people will have the confidence, resilience and skills to embrace the opportunities and challenges of life and experience success”.

Gracemount High School is a small non-denominational secondary school with a roll of 610 which serves the community of South East Edinburgh. The school was founded in 1959 as a junior secondary school and since the late 1960s has been a fully comprehensive six-year high school. Gracemount High School was built under PPP and opened in 2003. The school’s management team comprise the Head Teacher, two Depute Head Teachers and a Business Manager. We have a complement of 51 teaching staff and 20 support staff.

The rapid change in the social demographics of our community presents the school with the widest of challenges in supporting the diverse needs and aspirations of a complex and socially diverse community. The September 2017 census places 70% of our pupil cohort in SIMD 1,2 and 3 with 44% coming from SIMD 2 alone.

In line with Curriculum for Excellence we have focussed on developing our curricular structure and aimed to provide a new, exciting and relevant curriculum which would best support learner’s needs. We have developed an approach to personal development within the Broad General Education referred to as the “Gracemount Guarantee” and the senior phase is based on personalisation and choice with a focus on developing more vocational opportunities which is designed to ensure all our students have the opportunities to realise their full potential. Ultimately we value all of our students equally and provide them with a range of individualised education programmes which are designed to meet their needs and prepare them for the next stage of their journey when they leave school.

Gracemount High Schools commitment to learning through ICT ensures that all our students in S4-6 have an iPad to support their learning both in school and at home. This initiative enables our students to access the very latest resources and innovative learning methodologies. Our commitment to health and wellbeing has also led to the development of a School of Football and Dance Academy and for the first time this session we ran a girl’s School of Football in session.

As a result of the schools of programme we have further developed this idea and session 2018/19 will see the launch of the schools of programme across S1. This will include, School of Football, School of Dance, School of Languages, Scholl of Sociology, School of Pop and Rock, School of Basketball and School of STEM.

The school received the Rights Respecting Schools Gold Award in February 2018 and were the first local authority school in Edinburgh to receive this award. We are committed to developing the qualities and values in our young people which ensure they become responsible citizens of which this community can be proud. Our vision statement and set of values are integral to the life of the school are embedded in our approach to developing the 4 capacities in all our young people.

GRACEMOUNT HIGH SCHOOL – School Values - AMBITION

- **A**spiration – We strive to be the best we can be in all that we do. We understand that both hard work and effort are key to our success.
- **M**utual respect – We are polite, courteous and caring. We treat all people with dignity and respect.
- **B**eing valued – We care about ourselves and each other. We understand that everyone matters.
- **I**nstilling resilience – We persevere when faced with challenge. We know that when we make mistakes we are encouraged to learn from them.
- **T**olerance and fairness – We promote equality, celebrate diversity and value our differences. We ensure that everyone is treated equally.
- **I**ndividual responsibility – We take responsibility for our thoughts, words and actions. We are accountable for the choices we make.
- **O**ptimism – We maintain a positive attitude to learning and life. We see challenges as opportunities and we are confident about the future.
- **N**o barriers to successful learning – We support each other and ask for help when we need it. We take responsibility for our learning in order to achieve success.

Core Improvement Priorities

1. **L**earning and Teaching - we aim to deliver the highest quality learning and teaching experience for all our learners
2. **E**thos - Work and learn in a safe, happy, inclusive, nurturing and respectful environment
3. **P**upil Support - Provide the highest level of personal support by knowing our pupils and supporting their needs
4. **C**urriculum - Develop our curriculum and ensure all our learners are on a pathway to a positive and sustainable destination
5. **S**elf-Evaluation - Demonstrate a relentless commitment to self-evaluation and continuous improvement

The school's philosophy is reflected in our motto which is "Committed to Care and Excellence". We believe in challenging all our students to achieve their full potential both academically and through realising their wider gifts and talents in sports, music and the performing arts.

The school has a website which can be viewed at www.gracemounthighschool.co.uk

Strategic priorities and key outcomes – 3 year cycle

Our core improvement priorities are highlighted above and our Vision of Excellence highlights what we are working towards to achieve within each of the priorities. These feed directly into the NIF priorities, which are reflected into the outcomes below.

Year (1) (Session 2018/19)

- To raise attainment for all in literacy and numeracy
- To continue our focus on improving L&T and approaches to inclusion which includes maintaining a sustained drop in exclusion figures.
- To effectively allocate our PEF resources to raise attainment in our at risk/most disadvantaged pupils.
- To embed a rigorous and robust attendance tracking system to facilitate supported intervention and improve attendance figures.
- Implement a specific pathway support structure, including enhanced levels of parental engagement.
- Implement opportunities for wider achievement accreditation through regularly reviewing our curriculum (including a focus on key skills).
- Develop pupil confidence and skills through enhancing our approach to pupil leadership including a continued focus on RRS.
- Implement key strategies for our DYW agenda including more work that is effective with partners/employers.
- Develop effective moderation and self-evaluation strategies across all faculties.

Year 2 (Session 2019/20)

- Continue to embed our focus on raising attainment in literacy and numeracy
- Implementation of our L&T policy to further improve L&T experiences with a continued focus on inclusion. Includes sustained drop in exclusion figures.
- Relentless focus on closing poverty related attainment gap by utilising PEF resources and using rigorous tracking and monitoring.
- Embed approaches to tracking and supporting attendance.
- Embed support pathways with a specific focus on pupils with an identified ASN.
- Embed wider achievement accreditation and enhance our work on developing key, identified skills.
- Embed our approach to developing confidence and skills through our Pupil Leadership Team.
- Work towards target of 93% (National Benchmarking) of pupils in post-school positive destination < 7 % unemployed (seeking or not seeking)
- Continue to develop our approach to moderation and rigorous self-evaluation for self-improvement across all faculties.

Year 3 (Session 2020/21)

- To achieve the following levels of literacy and numeracy (National Benchmarking – school leavers)
 - Level 3 Literacy 100% Level 3 Numeracy 100%
 - Level 4 Literacy 96% Level 4 Numeracy 96%
 - Level 5 Literacy 80% Level 5 Numeracy 55%
- Our L&T policy is fully embedded with inclusive approaches at the heart of our work within classrooms and across the school. Includes sustained drop in exclusion figures.
- Use of monitoring and tracking systems to focus on closing poverty related attainment gap to ensure improving attainment for all bottom 20% achieve a minimum of 5 qualification on leaving school with a minimum complimentary tariff points score of 150 (National Benchmarking).
- To continue to embed attendance procedures ensuring all years groups are 92% or above.
- Improve outcomes for young people with identified ASN (improving attainment for all) – to be in line or above virtual comparator.
- Continue to embed wider achievement opportunities and accreditation (including pupil leadership) with a focus on developing key skills.
- Work towards target of 96% (National Benchmarking) of pupils in post-school positive destination < 4 % unemployed (seeking or not seeking)
- Ensure valid and reliable moderation occurs at all levels and rigorously self-evaluate our work, measuring the impact for our young people.

Standards and Quality Report 2017-18 – Gracemount High School

<p>School Priority 1:</p> <ul style="list-style-type: none"> - 95% of our pupils in S3 will achieve 3rd level literacy and numeracy - 75% of S2 pupils gain 2+ qualifications at level 5 - 65% of S4 pupils gain 3+ qualifications at level 5 	
<p><u>NIF Priority</u></p> <p>Improvement in attainment, particularly in literacy and numeracy</p> <p><u>NIF Driver</u></p> <p>School leadership</p> <p>Teacher professionalism</p>	<p>HGIOS4/HGIOELC QIs/Identified Themes</p> <p>1.1 SelfEvaluation for self-improvement</p> <p>1.2 Leadership of Learning</p> <p>2.2 Curriculum</p> <p>2.3 Learning, Teaching and Assessment</p> <p>2.4 Personalised support</p> <p>2.5 Family learning</p> <p>2.6 Transitions</p> <p>3.2 Raising attainment and achievement</p>

Progress and impact:

- **Implementation of “benchmarks” for assessment of BGE across the S3 curriculum.**

We have begun our work towards better understanding the national benchmarks, which were developed to provide clarity on the national standards, expected within each curriculum area. Time was spent with all staff during August to ensure they were familiar with benchmarks and there was a specific focus on literacy.

Our English and Maths staff continue to develop their confidence about assessment and moderation of young people within a level. We are much more consistent in our approach to assessment and moderation of pupils working within and achieving a level. See table below for current information of percentage of pupils achieving 3rd level or better.

	% achieved 3rd level or better 2016- 17	% achieved 3rd level or better 2017 - 18
Numeracy	79.4	82.1
Listening and Talking	93.4	91.5
Reading	94.3	90.6
Writing	93.3	89.7

- **Development of tracking system**

We introduced EdICT, an updated monitoring, tracking and reporting database. All staff are trained in the use of EdICT as a tool to report on pupil progress as well as to monitor and track progress.

The tool is extensively used within the SLT to access data and plan earlier interventions and in partnership with EdICT we have updated the database for session 2018/19. The reporting aspect was very well implemented across all year groups and is now established within the school. As a result we are moving to 3 tracking reports for all year groups next session.

- **Targeted intervention group work (BGE Literacy).**

Our PEF post for Equity in Literacy and Assistive Technology looked at the following areas:

- Supportive writing technology for three S1 pupils. This work will continue for each pupil as they progress into S2.
- S3 literacy Intervention group. All 10 pupils were able to show progression in the reading scores throughout S3 and there was a noticeable impact in pupil mind-set and personal engagement. Improved learner confidence and behaviour was noted. Four of the pupils identified were able to progress to and achieve L3 literacy by the end of S3.
- Assistive technology – plans to take this forward were halted due to staff absence and work will continue with the SFL dept. on the move towards digital exam papers for identified pupils.
- Access to programme focussed on pupil in S4 at risk of not achieving essential qualifications. From the pupils identified:
 - 6 achieved National 4 English
 - 1 achieved National 4 literacy
 - 1 achieved National 3 English
- There was a further 3PPW intervention to support learners in class. AS a result, 11 learners in S4 were supported to achieve their National 4 English.
- S2 reading intervention – seven pupils were identified and five were able to improve on their reading scores throughout S2.

- **Family Learning programme implemented**

- Various generic and subject specific family learning programmes
- Specific Improvement plan for 2018/19 including family learning programmes, communications, celebrating success and positive communication and links with primary parental engagement officer at GPS.

- **Study development programme**

Our study skills programme focussed on S5 pupils who were to sit 3 Highers or more for session 2017-18. Pupil feedback on the day was gathered and pupil reported positively on the experience. Feedback was gathered from staff who ran the sessions and we are currently looking at a model for next session.

Next Steps: Improvement and reflection

- **Implementation of “benchmarks” for assessment of BGE across the S3 curriculum.**

Our working groups for literacy, numeracy and health and well-being will focus on the benchmarks that are the responsibility for all staff. They will work through the moderation cycle to ensure there is clear understanding and we will use our updated monitoring and tracking system to identify and support all young people who are working towards achieving a level.

We are working towards developing a faculty based structure around the 3 key areas of responsibility for all and are liaising with EdICT on incorporating this into our database.

- **Development of tracking system**

The EdICT database has been further developed and will be more extensively used across the school to support the use of data as a tool to plan interventions. In line with our school calendar, we are now reporting 3 times per year across all year groups and providing more regular feedback to parents/carers.

We have planned, through the development of our year teams a much more extensive review of reports and subsequent interventions.

- **Targeted Intervention (BGE)**

Our SFL faculty and our newly appointed Senior Development Officer will continue the targeted intervention work in supporting young people towards achieving L3 by the end of S3.

SFL will look at those pupils who are well engaged and require additional supports to help them progress in the key areas of literacy and numeracy.

Our Senior DO will take a lead at engaging young people who are finding it more challenging to access education through our Access to Success programme.

- **Other areas:**

- Our numeracy strategy will be developed through our Numeracy development officer. This will include the use of a 5th teacher in S4 and S5 to support attainment as well as supporting work with our link primary school to enhance teaching and learning, moderation and assessment.
- Access to Success programme has been further developed for the BGE and Senior Phase and will led by our Senior DO.
- Our approach to attainment analysis has been further developed after professional learning visits to Larbert HS and will focus on a more aligned approach to look at data analysis.
- All staff will be delivered a training session on literacy and dyslexia guidelines from the ASL service to enhance pedagogical approaches in the classroom.
- The T&L group will further this work through a more in-depth look at differentiation and present to staff at the January Inset day.

School Priority 2: Providing the highest level of personal support and removing barriers to learning by knowing our pupils and supporting their needs.

<p><u>NIF Priority</u></p> <p>Closing the attainment gap between the most and least disadvantaged children and young people.</p> <p><u>NIF Driver</u></p> <p>School leadership</p> <p>Performance Information</p> <p>Parental Engagement</p>	<p>HGIOS4/HGIOELC QIs/Identified Themes</p> <p>1.1 Self-evaluation for self-improvement</p> <p>2.1 Safeguarding and child protection</p> <p>2.4 Personalised support</p> <p>2.5 Family Learning</p> <p>3.1 Ensuring well-being, equality and inclusion</p>
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- Targeted intervention group (Senior Phase)**
 25 pupils targeted as part of the school’s access to success programme and highlighted on the tracking and monitoring database. Pupils were tracked throughout S4 and interventions were planned at an individual level for each pupil.
 From the 26, 4 were in SIMD 1, 12 in SIMD 2, 3 in SIMD 3, 3 in SIMD 4, 1 in SIMD 5, 1 in SIMD6 and 1 in SIMD 8.

Results will be analysed in August/September 2018.
- Introduction of Learning to Learn attainment champions (PEF) (W)**
 Our Learning to Learn mentor programme was implemented in session 2017/18 for 50 S5 pupils as part of our PEF approach. 10 mentors mentored 5 pupil each and met with them and their families throughout the session. 1 hour of mentoring was provided every 4 weeks, with a focus on learning and targets for improvement. Contact was initiated with home and progress was discussed.
 Some pupils engaged better than others throughout the programme and attainment vs SIMD will be looked at in detail once Insight data is available. Each mentor has provided an individual update on each pupil.

- **Implement our 1 in 5 approach to tackling poverty**

- Created an opportunities fund request form for staff to use available from April 2018. Request have been appropriately used to target pupils who require resources for school or would benefit from wider achievement opportunities.
- Equity - Stationary boxes set up in every classroom, breakfast club established, clear action plan on the availability of sanitary products from the welfare assistant and the stock has been plentiful.
- Fundraising activities took place across the school to raise pupil awareness of the impact of poverty across the community.
- Parental engagement – information evening on application for funding took place.
- Our TOAST breakfast club runs every morning for pupils with 20-40 pupils attending each morning.

- **Co-operative Learning focus**

Through our 3-minute walkthroughs we worked with staff to further develop co-operative learning strategies. Feedback was given to all faculties on their Teaching and Learning and two faculties (Technologies and English) were part of a much more focussed review on 2.3. All faculties were provided with written feedback to support their development of Teaching and Learning.

- **Family Learning programme**

- CPD to staff at GHS on reporting effectively to parents led by parental engagement officer
- Involved in enhanced transition programme involving parent/ carers
- Attendance of parental engagement officer at TATC

- **City and Guilds Bike Maintenance**

Our partnership with my adventure continued this session and thirteen S4 boys were presented for their City and Guilds level1/2 bike maintenance. From the 13, 10 passed at level 1 with one student passing at level 2. 2 students made no progress due to lack of engagement and poor attendance.

SIMD (1-10)	FME Y/N	LAAC Y/N	Pass (level 1 or 2)
8			1
2	Y		1
2			1
7			1
3			1
3		Y	1
7			2
2			1
9			1
2			1
2			1
2	Y		Withdrawn
1			Withdrawn

- **STEM Development Officer**

Due to staffing issues the post of STEM DO stopped from January to April as the post had to be re-advertised. The DO had begun work in Ambition as part of the Access to Success programme and was working with two pupils on the Design Engineer and Construct programme as well as supporting two further pupils in class.

Further to this, the DO has established the Go4Set programme with a view to engaging pupils in STEM related subjects. There is a particular focus on pupils in SIMD 1 or 2 or those who are entitled to FME. Out of the 6 pupils, targeted 5 are continuing with STEM related subjects in S3 with the 6th pursuing business as an alternative.

The post holder has developed the Design Engineer Construct course and is now running this course in session 2018-19 as a way to further engage students in STEM related subjects.

- **Use Circle Resource to further enhance inclusive classrooms**

We have used the circle resource to focus on key areas of what makes an inclusive classroom. All faculties used the document to self-evaluate their practice and submitted a faculty action plan identifying key areas that they would look to focus on. From this key areas of focus including upskilling staff in ACE's and literacy and dyslexia guidelines were identified and subsequently built into next year's improvement plan.

Next Steps: NIF (2) Change ideas from driver diagrams below. Those marked in yellow are to be present in all faculty improvement planning documents:

- **Targeted intervention group (Senior Phase)**

The appointment of our Senior Development Officer (PEF) is aimed at targeting our most at risk and disadvantaged pupils. He will work in partnership with school staff and partners to provide targeted support for identified learners in S4.

- **Introduction of Learning to Learn attainment champions (PEF)**

Our Senior development officer will revisit our Learning to Learn mentor approach with a focus on fewer targeted pupils and the development of a much more enhanced mentor programme.

- **Implement our 1 in 5 approach to tackling poverty**

Our approach to this will continue through our School Improvement Group (SIG). There will remain a focus on poverty proofing our school through stationary boxes, breakfast club, pre-loved uniform, opportunity fund claims. The group will also engage further with our Parental Engagement Officer to support targeted families in access to benefits and supports in the community.

- **Teaching and Learning**

We will continue to give Teaching and Learning the highest priority and our School Improvement Group will look at key areas of Differentiation, Higher Order Thinking Skills and use of technology.

- **Use Circle Resource to further enhance inclusive classrooms**

We are continuing to use this document with a clear focus on structures and routines for next session. This was identified as an area for development across the whole school as part of the school's approach to self-evaluation – 3-minute walkthrough.

- **Family Learning**

There will be a continued focus on engaging families in supporting them to secure better outcomes for our young people.

School Priority 3: We work and learn in a safe, happy, inclusive and nurturing environment.

NIF Priority

Improvement in children and young people's health and wellbeing

NIF Driver

Teacher professionalism

Parental engagement

HGIOS4/HGIOELC QIs/Identified Themes

1.1 Self-evaluation for self-improvement
1.3 leadership of change

2.4 Personalised Support

3.1 Ensuring wellbeing, equality and inclusion.

3.2 Raising attainment and achievement

- **Horizontal Registration**

We implemented our new structure in August 2017 so we could facilitate Pupil Support work with key year groups. The aims of the structure was to support our approach to managing attendance more effectively.

- **Implementation of Nurture Groups**

18 Pupil were part of the Nurture group this session. The sessions were designed to support the emotional, social and cognitive development of children, based on their own developmental starting point. Pupils were selected for the groups based on information from primary school, classroom observation and some Boxall profiles completed in conjunction with primary staff. The feedback from Nurture groups was overwhelmingly positive. Pupils were asked to rate aspects on a score of 1 to 10. The average scores were as follows:

Q1. How did you feel about Nurture group – 8.1/10 (1 strongly like – 10 strongly dislike)

Q2. Have you had fun in Nurture Group – 8.5/10 (1 strongly disagree – 10 strongly agree)

Q3. Has the Nurture group improved your confidence – 7.1/10 (1 strongly disagree – 10 strongly agree)

Q4. Do you find it easier to talk to other children and adults since starting Nurture Group? 7.3/10 (1 strongly disagree – 10 strongly agree)

Q5. Has the Nurture Group made a (positive) difference to how you feel in school – 82% said yes

If so, what has improved – 12% said behaviour, 35% friendships, 54% said learning

We feel that while the pupil feedback was positive, the data collection could be improved and a new questionnaire will be designed for next session.

- **Achieve Rights Respecting Schools level 2 award**

Gracemount High School successfully achieved the Level 2 RRS Gold Award, the first state secondary high school in Edinburgh to do so.

- **Professional learning – Autism**

During our January Inset we revisited work on supporting pupils with ASD looking at key subject specific strategies for all staff.

- **Whole School Equalities policy**

We revisited our Equalities policy with pupils, staff and parents and launched our updated policy with all members of our school community in November 17 in line with our Respect week. Procedures and processes are now very well established and we revisit this with all pupils during our respect Week that is in line with the national anti-bullying week.

- **Relationships for Learning Policy**

Our relationships for learning policy is well established and is used consistently well across the school to protect the learning of all our pupils. Our PSO, well supported by a dedicated PSA support our strategies for managing behaviour in the classroom and work with all staff on ensuring there is a consistent and positive approach has been on-going.

- **Revised attendance procedures**

We trained all staff in the use of SEEMIS and worked on reducing inaccuracies that occur during registering classes. We successfully introduced afternoon registration and contacted home of all the pupils that were present in the morning and absent in the afternoon. Our PSL looked at good practice across the authority our revised procedures will be implemented next session.

- **Implement revised PSG model**

We reviewed and updated our approach to PSG meetings with the aim of increasing attendance and participation of key partners. We introduced tracking and monitoring of targeted groups including: Young Carers, LAAC children, Attendance Concerns, internal and external exclusions and alternative/part-time timetables.

- **Family Learning Programmes**

We held a number of universal and targeted sessions for families to engage with the school. For example, supporting families with access to financial support, new revised national and higher qualifications, information about transition to high school and the launch of a facebook page to engage parents in the dance academy in trial for a roll out of a whole school approach.

- **Implement Ambition and Edinburgh Wellbeing Strategy including work with partners (PEF)**

Our Pupil Support Officer was given the key role in supporting the assessment, planning and direct support of children and young people in relation to relationships and emotional health and wellbeing. The role works closely with teaching and other staff/professionals to promote the cohesive planning and delivery of the full range of educational, behavioural, emotional wellbeing, and care support services. The aim is to ensure children and young people can enjoy and access their learning in an inclusive, safe and caring setting and are provided with every opportunity to reach their potential.

The SO aims to support:

- The building of positive relationships
- Promote better relationships, behaviour and learning and support individual behaviour plans for identified pupils
- Creates links with relevant organisations to develop networks of support.

- Development & implementation of Faculty and Whole School relationships for learning and attendance reward and intervention strategy
- Update and implement revised attendance procedures (including PM-reg.)
- Further development of S1 resilience programme in partnership with Prince's Trust, Outward Bound & John Muir
 - 43 S2 Pupils attended the outward bound programme from 21st-25th August 2017

Next Steps: NIF (3)

- **Nurture**
We aim to continue with the nurture based approach as part of our overall approach to SFL in session 2018/19
- **Revised PSG model**
Our PSG will continue to develop links with key partners and we will use this forum to rigorously monitor our identified groups of young people so we can effectively plan appropriate interventions.
- **Implement Ambition and Edinburgh Wellbeing Strategy including work with partners (PEF)**
There will be a sustained focus for our Pupil Support Officer to continue to support the assessment, planning and direct support of children and young people in relation to relationships and emotional health and wellbeing.
- **Rights Respecting Schools**
Our work on building on our RRS ethos will continue. We will continue to promote these values across the school and further integrate our RRS approach across the curriculum.
- **Relationships for Learning Policy**

We will continue to revisit certain aspects of our Relationships for Learning policy through our School Improvement Group. Key professional reading has been identified for all staff, built into our improvement planning. There will be a key focus on recognising success more consistently as well as leading on the development of the inclusive classroom (structure and routines).

- **Revised attendance procedures**

We will maintain our focus on monitoring and tracking attendance across the school and update our staff in terms of expectations and procedures to be followed. There will be a specific focus on reducing truancies/anomalies between classes.

- **Other areas**

- We will focus on the development of pupil confidence and participation through the introduction of our PLT approach.
- We will sustain our approaches to family learning for pastoral support.
- We will look carefully at the role of our integrated support team to ensure this works more effectively across the school to meet the needs of our pupils.
- We will introduce profiling in the BGE to develop pupil confidence and awareness of development of key skills – linked directly to CES.

School Priority 4: We regularly develop and refresh our curriculum by focussing on placing learners needs at the centre of curriculum design.

NIF Priority

Improvement in employability skills and sustained, positive school leaver destinations for all young people

NIF Driver

HGIOS4/HGIOELC QIs/Identified Themes

1.3 Leadership of change

2.2 Curriculum

2.5 Family Learning

2.7 Partnerships

3.3 creativity and employability

Progress and impact:

- **Implement career education standards**

We are beginning to make progress with regards to implementing and understanding the importance of developing the use of CES standards across the school. Our DYW officer has been developing key areas across the school and the updates from this are below:

- Michelle Fenwick, Programme Manager for DYW and Ken Edwards, Education Lead for SDS introduced WOW and Marketplace to staff. Some staff have stated to engage in Marketplace and we will build on this engagement for next session.
- Through Leanne Banks, Industry and Education Partnership Manager for DYW a link with Costa was formed. Costa are trialling a 10 week work experience programme (with possible opportunity of a part-time job also). Successful completion of the work experience programme can lead to the pupils being offered an apprenticeship within Costa. We currently have 4 pupils taking part in work experience with Costa and they hope to run this programme twice a year (summer and Christmas leavers). This will provide work experience and an accredited qualification as well as opportunities for a positive destination for these pupils.

- We held our first careers event in partnerships with SDS. We organised for organisations to attend an afternoon careers event for our pupils from S2-S6 (some of them had live opportunities for pupils in S4-S6). After school we provided staff with the opportunity to meet with the organisations in the hope to identify opportunities within their subject areas or to build industry links. The majority of the organisations also attended the subject options evening, allowing parents to visit and ask relevant questions regarding future careers.
- Trialled 'Create an Ask' from the Marketplace within WOW as part of our Careers Event. Skyscanner attended.
- Worked with Career Ready mentors and pupils, organised a start-up event in school for pupils, mentors and parents to meet and learn about the Career Ready programme. The Career Ready programme has provided pupils with valuable work experience that can be used when applying for jobs, college/university. The whole programme sees the pupils build confidence and learn vital skills required in the workplace helping to make the transition from school easier. Five pupils graduated in 2018 (one pupil left school at the end of S5 and chose not to continue with the programme). Four pupils currently in year 1 moving into year 2.
- S2 pupils took part in a 'Build a Business Event' through Napier University's Widening Participation Team to increase aspiration to attend university.
- Our DYW officer attended a training event for My World of Work Ambassadors at Holy Rood High School in September with 2 S6 pupils. Amber Beatson has offered to come into school to help with a recruitment drive for Ambassadors if we want to change our model. There is another training event at Holy Rood High School on 11 September 2018.

- **Continue to focus on development and delivery of vocational courses in all curricular areas**

Vocational courses are now offered in almost every faculty areas. Course include: *Practical Cake Craft; Design, engineer, construct; Hospitality; Retail; Travel & Tourism; Bike maintenance; Sports Leaders; Volunteering (SQA Award & Saltire); Practical Woodwork; Childcare; Computer Games development; JET; Laboratory Skills; Creative Industries; Duke of Edinburgh*

- **Introduction and delivery of S3 personal development week**

The S3 personal development week took place during January 18. Multiple activities were delivered that focussed on the development of 21st Century skills of problem solving, creativity, communication, leadership and resilience.

- **Organise and deliver a careers event to promote positive career pathways**

- Careers event took place on 10/1/18 in conjunction with the course information evening.
- 45 business, education and community partners attended offering information stalls. A broad range of business sectors were represented alongside Higher and further Education. Skills Development Scotland (SDS) also attended offering support to pupils, parents and staff in career progression decisions.
- All pupils (S1-S6) had an opportunity to visit the marketplace event during the school day.
- All parent/carers (S1-S6) had an opportunity to attend the marketplace & course information evening, engaging with all employers, educational and community partners.
- All staff had the opportunity to make positive business, educational, community links in line with the career education standards.
- Feedback on the vent from both providers and the pupils, parent/carers was extremely positive.
- Event will be up-scaled and relocated to the bigger games hall for session 2018/19.

- **Develop IDL opportunities based around the skills framework, for implementation 2018/19**

- “Schools of” Approach developed for implementation in 18/19.
- All S1 pupils will be enrolled in a ‘School of...’ providing personalisation & choice.
- The following ‘Schools of’ are offered: Football (Boys & Girls); Dance; Basketball; STEM; Rock & Pop; Languages (Mandarin).
- All Schools of will focus on a skills framework. This will explicitly develop skills that can be utilised across the curriculum and beyond school. The skills will be tracked and monitored and will inform future progression pathways.
- Progression of the schools of will be into S2 in session 19/20 replacing the current S2 elective programme.
- The development of skills will be tracked and recorded through an e-portfolio (in development).

- **Further develop STEM opportunities**

The STEM DO has established the Go4Set programme with a view to engaging pupils in STEM related subjects. There is a particular focus on pupils in SIMD 1 or 2 or those who are entitled to FME. Out of the 6 pupils, targeted 5 are continuing with STEM related subjects in S3 with the 6th pursuing business as an alternative.

The post holder has developed the Design Engineer Construct course and is now running this course in session 2018-19 as a way to further engage students in STEM related subjects.

- **Develop and deliver the *Gracemount Guarantee* for S1-3 pupils**

- Gracemount Guarantee approach developed to deliver opportunities for personal achievement throughout S1-3.

- All areas of the Gracemount guarantee were delivered in session 17/18. Highlights include: Sponsored walk; Swimming lessons; Bikeability (S1); S3 personal development week; Outward bound/outdoor learning experience; educational trips in most curriculum areas; Sports day; Respect week.
- New features of the Gracemount Guarantee in session 18/19: Fringe Festival experience; 'Schools of' electives; Expressive arts experience.
- The Gracemount Guarantee will be reviewed and updated annually.

Next Steps: NIF (4)

- **Developing Young Workforce**
This area will remain a focus for the school. We will implement a number of key strategies to better prepare young people for the world of work.
- **Continue to focus on development and delivery of vocational courses in all curricular areas**
Our focus on developing and delivering vocational options will continue throughout next session.
- **S3 personal development week**
This has been calendared again for next session. There will be a focus on key skills development throughout the week aimed at S3 pupils. The school improvement group will work on the development of profiling as well as planning the S3 development week.
- **Organise and deliver a careers event to promote positive career pathways**
We plan to build on last year's success to offer a similar opportunity for all pupils and further engage business partners.
- **Develop IDL opportunities based around the skills framework, for implementation 2018/19**
We aim to embed our School of programme next session and further develop this through the identification of key skills that are to become an essential part of the programme. Key skills will be evident across all the school of programme and this will roll out into S2 for session 2019-20.
- **Further develop STEM opportunities**
Our FOCUS on developing STEM will continue with a particular focus on:
 - Co-ordination STEM related activities across the school

- Taking a lead on self-evaluation activities using the STEM self-evaluation and improvement framework
- Developing STEM electives and school of Science course for the BGE
- Developing and delivering the Design, Engineer and Construct course for the Senior Phase
- Develop and deliver the Laboratory Science course at National 5 level
- Develop and deliver science and numeracy interventions for courses in the BGE and work with extraction groups of pupils in the BGE and Senior Phase to engage and enhance attainment and achievement
- Co-ordinate our application to the National Education awards (STEM).

- **Develop and deliver the *Gracemount Guarantee* for S1-3 pupils**

Our school improvement group will monitor and track the activities that relate to the Gracemount Guarantee to ensure of focus on personal development and wider achievement is available for all our pupils in the BGE. Developments will begin to link directly to the 4 capacities and be captured through the proofing process.

Self Evaluation 2017 – 2018

	Quality Indicator	School Self – Evaluation 2017 - 18	Inspection Evaluation (If during 2016-17)
	What is our capacity for continuous improvement?		
1.3	Leadership Of Change	4	
2.3	Learning, Teaching And Assessment	4	
3.1	Ensuring Wellbeing, Equity And Inclusion	5	
3.2	Raising Attainment And Achievement	4	
2.5	School's chosen QI (Family Learning)	4	

2016 – 2020 School Self Evaluation/Plan for QI Engagement

QI		2016 - 2017	2017 – 2018	2018 – 2019	2019 – 2020	Comments
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				√	To be evaluated through improvement priority related to implementing 1 in 5 project.
	Leadership And Management Overall					
2.1	Safeguarding and Child Protection					
2.2	Curriculum	√				
2.3	Learning, Teaching and Assessment	√	√	√	√	
2.4	Personalised Support					
2.5	Family Learning			√		Family development officers will lead to whole school evaluation of 2.5.
2.6	Transitions					
2.7	Partnerships			√		To be evaluated by Senior DO.
	Learning Provision Overall					

3.1	Ensuring Wellbeing, Equality and Inclusion	√	√	√	√	
3.2	Raising Attainment and Achievement	√	√	√	√	
3.3	Increasing Creativity and Employability				√	DYW DO
	Successes and Achievements Overall					

Statement of Impact of Pupil Equity Fund/Exceptional Spend:

For session 2017-18, the Pupil Equity Fund has totalled £46930 There is a carry-forward of £33,470 to session 2018-19. This spend is deemed exceptional and the plans for this spend are outlined in the school improvement plan for 2018-19 and coded green.