

GRACEMOUNT HIGH SCHOOL



Standards & Quality Report 2020/21

Our Vision

Gracemount High School creates a Responsible, Respectful and Safe community that values learning, success and wellbeing

Our Values

Responsible - We are responsible for coming to school ready to learn, participate and contribute to the success of our school.

Respectful - We respect ourselves, our environment and the rights of others.

Safe - We all work to ensure our school community is safe and understand that everyone matters.

Context of our School

Gracemount High School is a non-denominational secondary school which serves the community of South East Edinburgh. The roll at the time of the September census 2020 was 612.

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. The “new” Gracemount High School was built under PPP and opened in 2003. The school’s management team comprise the Head Teacher, two Depute Head Teachers, a third is recruited for session 2021-22, and a Business Manager. We have a complement of just under 50 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 school context presents one of significant challenge. Our SIMD data shows that 50% of our pupil cohort live in SIMD deciles 1 and 2 with 43% in decile two alone. Our 2020 SIMD mean was 3.6, the 4th lowest in the city. The school is not in receipt of Scottish Attainment Challenge Funding.

A total of 171 pupils (28%) are entitled to Free School Meals. During this session we had 13 looked after young people across all stages of the curriculum with a further 27 being care experienced. In total 7% of our school roll are care experienced.

We have 59 pupils (9.6% of the school roll) identified who have English as Additional language, with 13 being new to English or at an early acquisition stage. 52 pupils (8% of the school roll) are registered as disabled, 13 with communication adaptation required, 46 with curriculum adaptations and 5 requiring physical adaptations. 3 pupils are registered as deaf.

145 pupils (24% of the school roll) are identified as having an additional support need and receive support in and out of class and from our Support for Learning Department. In total we have 95 pupils with active GIRFEC plans, 16% of the school roll. This places a significant demand on our Pupil Support faculty.

Our staff are highly skilled in working in such a demanding context and as a school we have focused on developing positive and caring relationships built upon our Pivotal approaches and our commitment to be a gold award rights respecting School.

In line with Curriculum for Excellence we have focused on developing our curricular structure and aim to provide an exciting and relevant curriculum which would best support learner's needs. This remains under constant review and was updated as recently as last session with an additional period being allocated to English and Mathematics in S1. We have developed an approach to personal development within the Broad General Education referred to as the Gracemount Guarantee albeit this has been severely restricted due to Covid, and the senior phase is based as much as possible on personalisation and choice which delivers a range of vocational and academic qualifications.

We have developed a relentless focus on achieving positive outcomes for young people and this is reflected in our National Benchmarking positive destination data. The 10 pupils identified as not having a positive destination in 2019/20 have been traced and the school are engaging with all pupils to support their progress.

Establishment	Year	% of Schools Leavers in a Positive Destination	Number in Cohort
Gracemount High School	2014/15	91.35	104
Gracemount High School	2015/16	91.75	97
Gracemount High School	2016/17	91.13	124
Gracemount High School	2017/18	91.26	103
Gracemount High School	2018/19	96.12	129
Gracemount High School	2019/20	88.10	84

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

Developing a shared vision, values and aims relevant to the school and its community

Our vision, values and aims have evolved over time and were revisited in session 2019/20 with all stakeholders in our school community. As a result, we streamlined our approach and further secured the commitment of all staff and the school community.

Our aspirational vision has been developed through the sharing of key performance indicators related to attainment. These performance indicators were identified and shared with staff to ensure a clear focus on improving outcomes for young people.

Staff have clear understanding of the school context and the social, economic and cultural diversity that forms our school community.

Strategic Planning for continuous improvement

Strategic planning for this session has been significantly curtailed by Covid however any proposed changes were well-informed, took account of the assessment of risk and were connected to improving outcomes for our young people. Examples include:

- Introduction of school H&S committee to lead, manage and evaluate all H&S protocols in line with local and national legislative requirements.
- Supported staff wellbeing through regular and planned opportunities to resources.
- Implemented enhanced pupil wellbeing supports.
- Developed and implemented our wellbeing base for our most at risk pupils in the BGE
- Delivered a Covid education programme to all students to inform and educate.
- In response to lockdown, developed a S1 strategy based on relationships and reconnection and learning and teaching strategies.
- Further developed our approach to 16+ to support pupils at risk on not achieving a positive and sustained destination. We have reviewed our approaches and further enhanced our provision to ensure each school leaver has a named person to support them should their planned destination not work out.
- In line with authority policy trained all staff on equalities and diversity and developed and launched our updated equalities policy.
- Successfully provided pupil with digital devices to access learning during the second lockdown period.
- We evaluated levels of engagement and targeted our supports to our most vulnerable pupils and families
- Our Senior Development Officer (PEF) managed our school hub to target our most at risk pupils in the Senior Phase to secure essential qualifications. This was further enhanced by the use of our Covid recovery teacher.
- Successfully established our care experienced tracker for all care experienced pupils.
- Initiated our MCR programme partnership with care experienced pupils.
- Focussed on upskilling all staff in relation to digital learning and teaching to support pedagogical approaches through lockdown.
- Successfully enhanced our assessment and moderation practice to inform learning and support the alternative certification model.
- Further developed our work on Rights Respecting Schools and achieved our Gold award reaccreditation.

Implementing improvement and change

Staff at all levels have been involved in implanting change across the school. Senior leaders have promoted opportunities for staff through engagement in whole school improvement groups (SIG's) and or other leadership opportunities. Examples include our Health and Safety committee who led our infection control work and advised senior leaders throughout the session of necessary steps and adaptations required. Our Learning and teaching Group worked across the school to enhance our approach to digital learning throughout the school session and through lockdown. Our pupil support group worked on improving levels of engagement for pupils and supporting anxious non-attenders and our health and wellbeing group initiated a number of initiatives to support both staff and young people's wellbeing.

2.3 Learning, Teaching and Assessment

- Learning and Engagement
- Quality of teaching
- Effective use of assessment
- Planning, tracking and monitoring

Learning and Engagement

The ethos and culture of our school reflects a commitment to children's rights which is evidenced through Gracemount HS being a Gold Award Rights Respecting School (reaccredited in June 2021). Positive and well-established pupil relationships are evident across the school although behaviour and pupil motivation has been affected with the impact of Covid. Our work will be further strengthened by revisiting our Pivotal training and our focus on visible adult consistencies next session as well as developing our partnership with Humanutopia.

This session the focus has been on digital learning and teaching in response to remote learning during Covid. The Learning and Teaching School Improvement Group produced a remote learning policy to ensure all were clear on what as expected and should be delivered in the event of 3 scenarios: full school closure, blended learning and school being open. We delivered numerous CLPL sessions on digital learning platforms focusing on MS Teams and the Assignment function. All classes were set up on Teams with all pupils being shown how to access each page and where to find work.

During the lockdown a scaled down timetable for pupils ran, with links for online learning as well as times for "live interactions" published weekly. Pupils received at least one "live interaction" per subject, per week.

During the lockdown we tracked digital engagement rigorously and had a tiered system for checking in and contacting pupils who were not engaging. Interventions included contact from individual teachers, texts to parents and phone calls home from Guidance and SLT.

There was no question that pupil engagement was affected by the lockdown post-Christmas and a considerable effort was made for pupils to re-engage with learning upon their return to school in March 2021.

Quality of Teaching

We have had to think creatively this session to ensure that high quality learning and teaching can continue with the restrictions placed on us by Covid. Digital technology has played a part in supporting this, with use of Kahoot, MS Forms, MS Teams and OneNote allowing us to engage and deliver lessons to pupils in an increasingly innovative way. CLs were in the Teams pages for all of the classes in their faculty so that they could oversee the quality of the work being posted and SLT and CLs and SLT were able to join into "live interactions" to quality assure teaching and learning taking place online.

Effective use of Assessment

Assessment activities were particularly interrupted this session due to Covid which meant that our formal assessments for Senior school could not be completed not could we formally assess our S3 pupils. Formative assessment strategies have continued to be embedded in classroom practice and will be revisited as part of our engagement with the Edinburgh learns teachers charter.

Staff made considerable progress with assessment and moderation in the Senior Phase considering the Alternative Certification Model. Our assessment and moderation approaches provided reliable evidence which we use to submit our provisional grades. There is clear work to be done to enhance our approaches in the BGE.

Planning, tracking and monitoring

Learners in the Senior Phase are increasingly becoming involved in planning their learning. One to one target setting conversations are taking place and targets were reviewed at key times of the year. Pupils are being advised on progress and next steps for their learning. The use of EdICT (all faculties) is facilitating target setting conversations and supporting intervention strategies.

Our tracking database is supporting our management of data and we are establishing clearer information on attainment across all curricular areas. There are scheduled attainment review meetings with faculty heads throughout the session and tracking and monitoring data is discussed at these meetings – this includes a focus on those facing additional challenges. Tracking data is shared at regular intervals with teaching colleagues to support conversations and inform interventions.

The introduction of our school hub for S3-5 pupils placed a priority on young people identified at risk of missing out (including care experienced) on literacy and numeracy qualifications as well as other essential qualifications. These pupils were regularly discussed at SLT and House Team Meetings to ensure targeted supports were put in place.

3.1 Ensuring Wellbeing, Equity and Inclusion

- Wellbeing
- Fulfilment of statutory duties
- Inclusion and equality

Wellbeing

As a result of our shared vision and values and “*commitment to care and excellence*” we are improving outcomes for young people. At this heart of this process has been a commitment to develop and embed our Rights Respecting School Ethos and develop inclusive practice across the school. Staff and partners are proactive in promoting positive relationships in the classrooms and pupils and staff feel happy, safe and cared for in school.

The learning community has a shared understanding of wellbeing and children’s rights. There is a focus on raising the aspiration of our young people through a highly visible school vision and promoting values integral to the school.

Wellbeing During Covid19

A number of surveys were carried out during the 2020/21 session to assess the wellbeing of our pupils with the key areas of support being identified as mental health support and support with loss of

learning. To address this during the school lockdowns our PSE curriculum was adapted to completely focus on mental health support and new materials were created in partnership with our new school counsellor.

Every pupil was allocated a staff member to keep in contact with during the lockdown to help with learning and also to check in on wellbeing on a weekly basis.

To support the mental health of our pupils and staff our mental health and wellbeing SIG created a mental health and wellbeing zone on our school website that was created in partnership with our new school counsellor. The wellbeing zone content was created after a wellbeing survey for the pupils and staff that asked what specific support they felt would be needed. Our Pupil Leadership Team were instrumental in designing the web page and they also created a video to promote the new wellbeing zone and give wellbeing tips to pupils.

Our continued Rights Respecting ethos looks to put children's rights and wellbeing at the centre of our practice. Staff and partners are committed to promoting the UNCRC and its principals. A key aspect of the RRSA is pupil wellbeing and by actively protecting the rights of others wellbeing outcomes will also improve. GHS was re-assessed for the RRSA Gold Award in June 2021 and were successful in gaining the award for a second time.

A new school counsellor was appointed for the 2020/21 session to support pupils with their mental health. The counsellor works with the Pupil Support Team to identify pupils who are most in need of mental health support and then offers one to one or small group work. Pupils are initially referred for a six-week block of support and then supported by follow up work after this. The counsellor will also be working during the summer offering check ins with pupils who are already being supported.

Fulfilment of Statutory Duties

All staff have taken part in the mandatory child protection training in August but a special focus was given to the impact of Covid19 and how it can impact on our most vulnerable learners more. The use of MS Teams was also utilised to ensure that all staff had access to Wellbeing Concern Forms during the school lockdowns.

The accurate recording of attendance still remains a priority and the school funds an Attendance Clerical Officer. Period by period tracking takes place and text messages are sent home to families of pupils who are not in school twice a day. The Pupil Support team work alongside the Attendance Clerical Officer to spot patterns of non-attendance and then ensure early interventions take place.

During the 2020/21 session a new Attendance Matters Strategy was created using a cluster approach. The strategy had input from our feeder primary schools, partner agencies, EWO and Pupil Support Team. The strategy looks to identify pupils who have patterns of non-attendance far earlier than we traditionally would so that clear support plans can be put in place.

Our target for next year is to improve the number of pupils with over 85% attendance in the school with a stretch target of 90% of all pupils having over 85% attendance.

To do this we are going to implement a program of attendance tracking in PSE and work alongside our partner agencies, such as our EWO and the Home Link Team to target pupils who have between 85-90% attendance. Our Attendance Clerical Officer will also work with a small target group of pupils to improve their attendance.

Our SfL department continue their excellent work in supporting pupils with AAA. This year the number of assessments have been far higher than they usually would be due to all assessments taking place in school and in the Summer term. The SfL department have worked closely with the faculty SfL links to ensure that all pupils have been given the best possible chance of passing assessments with the correct level of support.

Pupil exclusions remain low with only 3 exclusions this session, 17 days in total. There have been 35 internal exclusion actioned as result of behavior that has caused a serious concern

After a review in March 2020 an action plan was put in place with our QIO and we have been working to update pupil files throughout the 2020/21 session. Although this is a large job we aim to have all files to the correct standard by the end of the 2021/22 session.

Inclusion and Equality

Our Sfl faculty continue to run nurture groups in S1 and S2 to target pupils who have specific SEBN or communication issues. Pupils are identified in P7 as potential nurture candidates and then this information is shared prior to transition so the groups can be set up early in the new term. This model has been a real success over the past three years and the pupils involved with nurture have formed long lasting friendships from the groups.

We continue to have a focus on our ASD learners who are supported in nurture and in our new social detectives group, which looks at improving communication skills in our ASD learners.

This year we have successfully set up a BGE Wellbeing Base at the school. The base supports 10 pupils currently with various social, emotional and behavioral needs. The pupils supported in the base were at risk of exclusion from school and since the base has been introduced the exclusion rates of the pupils engaged have been almost none (1 internal exclusion since the base was formed in January).

We are currently in the process of setting up an Enhanced Support Base in the school to support learners with complex learning needs. This will cater for 6 pupils in the first year and then be expanded to up to 10 learners.

During the 2020/21 session the Equalities and Rights SIG created a new equalities and anti-bullying policy for the school. This was created with significant input from pupil voice groups and the GHS staff. The policy looks to not only respond to issues but be more preventative. Our key drivers for the policy are:

- Our Rights Respecting Ethos
- Equalities and Rights in the Curriculum
- Equalities Calendar of events for the year
- Pupil Voice and Participation
- Our response to equalities issues and bullying

Our SDO has worked closely with our MCR coordinator this session to ensure the successful integration of MCR Pathways in school to support our Care Experienced young people. Our MCR coordinator has met with our 40 care experienced pupils and provides weekly S1 and S2 group work. All our S4-S6 pupils, who have wanted to engage with the programme, have been successfully matched with a mentor. GHS has also demonstrated our commitment to delivering on 'The Promise' for Care Experienced pupils by entering into the 'Who Cares?' partnership next session to raise awareness and provide further supports for our care experienced pupils.

This year we have had a key focus on supporting our community throughout the Covid19 pandemic. Our community support group worked in partnership with our local primary school to set up a food and resource bank that was open every week day during both lockdowns and also provided shopping vouchers to families in need. The school was successful in securing over £30,000 of donations from organizations throughout the year and this was directly channeled into helping families in need.

The community support group also planned two events during the year, a Christmas and Eid celebrations where the community was brought together to receive presents, food and resources.

This year we have started tracking and monitoring our LAAC pupils throughout the year looking at their attendance, wellbeing and academic progress. This has become a standing item at our House Team meetings and updates are sent to the council on a regular basis via SEEMiS. We have also managed to secure additional financial support for some of our LAAC pupils through the Care Experienced funding.

3.2 Securing Children's Progress

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

Numeracy – achievement of a level

From the table below the percentage of pupils achieving at 3rd and 4th level in session 2020-21 is the highest we have had in 5 years. Translating achievement at level 4 numeracy into attainment at National 5 Mathematics remains a significant challenge however we aim to continue to see improvement in N5 numeracy and local and national benchmark levels.

Stage	S3 Third Level					S3 Fourth Level				
	16/17	17/18	18/19	19/20	20/21	16/17	17/18	18/19	19/20	20/21
GHS	79.4%	81.9%	71.2%	85%	93%	30.8%	23.9%	26.9%	27.6%	70%

Numeracy – Local benchmarking – S4

Establishment	Year	% Level 4 Numeracy	% Level 5 Numeracy	Number in Cohort
Gracemount High School (predicted)	2020	79	38	113
Gracemount High School	2020	86.79	35.85	106
Virtual Comparator	2020	83.21	49.43	1060
Gracemount High School	2019	72.65	16.24	117
Virtual Comparator	2019	85.73	53.68	1170
Gracemount High School	2018	76.42	17.92	106
Virtual Comparator	2018	83.96	46.7	1060
Gracemount High School	2017	77.97	25.42	118
Virtual Comparator	2017	84.15	50.34	1180
Gracemount High School	2016	95.33	26.17	107
Virtual Comparator	2016	83.27	45.05	1070

It is pleasing to see our highest level of achievement at N5 numeracy with 38% of pupils securing this. There has been an investable dip at N4 due to the impact of lockdown both this session and last. Nevertheless, there was a considerable effort to secure a 79% pass rate.

Literacy – achievement of a level

From the table below our reading levels at level 3 have remained consistent however we have seen significant improvements at level 4 in all areas of literacy. Our current S3 cohort are particularly strong and this may account for the significant improvement at level 4.

Stage	S3 Third Level					S3 Fourth Level				
	16/17	17/18	18/19	19/20	20/21	16/17	17/18	18/19	19/20	20/21
Reading	94.3%	90.5%	91.3%	95.6%	94%	30.8%	23.9%	26.9%	39.7%	56%
Writing	93.3%	89.7%	89.4%	87.1%	92%	28.6%	23.9%	21.2%	41.4%	56%
Listening and Talking	94.3%	91.4%	91.3%	86.2%	99%	29.2%	23.9%	9.6%	31.99%	56%

This year we have prioritised tracking and monitoring literacy and numeracy across the Senior Phase to ensure progression and that those who have not achieved L4 or L5 are targeted for support. The SDO has tracked this data and has liaised closely with the CL in English and Maths to ensure awareness of pupils to target. The Learning Hub has been used to support our lowest 20% in S4 and S5 to achieve in literacy and numeracy.

Literacy – Local benchmarking – S4

Establishment	Year	% Level 4 Literacy	% Level 5 Literacy	Number in Cohort
Gracemount High School (predicted)	2021	92	55	113
Gracemount High School	2020	94.34	61.32	106
Virtual Comparator	2020	89.53	59.53	1060
Gracemount High School	2019	87.18	48.72	117
Virtual Comparator	2019	89.49	69.15	1170
Gracemount High School	2018	92.45	53.77	106
Virtual Comparator	2018	90.75	64.43	1060
Gracemount High School	2017	94.92	64.41	118
Virtual Comparator	2017	90.34	66.02	1180
Gracemount High School	2016	85.98	43.93	107
Virtual Comparator	2016	89.63	63.46	1070

Again, the impact of lockdown both this session and last may have affected our outcomes for literacy however predicted data is in line with previous sessions.

Attainment over time

Projected data – S4 N5

Session	Roll	Ratio of entries	No of entries	No of A Awards	% of A Awards	No of A-B awards	% of A-B awards	No of A-C Awards	% of A-C Awards	No of A-D Awards	% of A-D Awards	No of NA's	% of NA's
202021 (ACM entries)	113	2.3	257	91	35	152	59	211	82	241	94	16	6
201920	106	2.5	268	84	31	160	60	238	97	262	98	6	2

National	52550	4.3	224111	101815	45	157800	70	204251	91	218251	97	5860	3
2018-19	117	3.1	362	70	19	156	43	239	66	303	84	59	16
National	51234	4.2	213346	81218	38	134708	63	174209	82	197775	93	15571	7
2017-18	106	2.7	281	86	31	151	54	223	79	252	87	29	10
National	49776	4.1	204369	78324	38	12806	62	165887	81	188321	92	16048	8
2016-17	118	2.8	329	103	31	180	55	264	80	287	87	42	13

We are closely monitoring our ratio of entries against the national figure taking into account that Gracemount are equivalent of 85% of the national figure based on expected attainment (virtual comparator). This table gives us a useful insight into National 5 data but does not let us analyse the level 5 qualifications achieved through National Progression Awards and Skills for Work courses. There has been a considerable push with this over several years. This session we have delivered on Retail, Travel and Tourism, DEC, Web design, Computer games Development, Lab Science, Early learning and Childcare, Sport and Fitness, Creative Industries and Photography.

From our Alternative Certification Model (ACM) entries our ratio of entries is the lowest in 5 years (not taking into account our level 5 presentations in our vocational subjects). This is possibly reflective of the impact of lockdown? Our percentage of A awards is the highest in 5 years and does show that pupils who continued to engage well during lockdown were able to make very positive progress in their course. Our percentage of A-C awards (82%) is much more in line with previous years (out with 2020). We are pleased that we have continued to see a smaller number of No Awards and feel we are balancing presentation with giving pupils the opportunity to sit at the right level. The introduction of our vocational awards has certainly supported our reduction in this area.

Projected data S5 - Higher

Session	Roll	Ratio of entries	No of entries	No of A Awards	% of A Awards	No of A-B awards	% of A-B awards	No of A-C Awards	% of A-C Awards	No of A-D Awards	% of A-D Awards	No of NA's	% of NA's
2020-21	84	1.4	122	20	16	50	41	79	65	96	79	26	21
2019-20	86	1.5	127	39	30	69	54	108	85	125	98	2	2
National	45285	2.6	115658	47066	40	78158	68	103801	90	111802	97	3856	3
2018-19	92	1.4	129	23	18	56	43	81	63	114	88	25	18
National	44032	2.5	111861	33315	30	61424	55	86789	78	102814	92	9047	8
2017-18	98	1.7	164	28	17	67	40	104	63	124	76	40	24
National	44351	2.6	113625	34422	30	64090	56	90119	79	99739	88	13886	12
2016-17	91	1.3	117	21	18	46	39	80	69	96	82	21	18
National	45371	2.5	114416	35340	31	65399	57	91217	80	100343	88	14073	12

Our 2020-21 data shows that our number of entries is in line almost all previous years and our percentage of A awards, A-B awards and A-C awards is in line with almost all previous years (2020

exempt). Our number of No Awards is showing a bit of an increase from some previous years but on average is in line with other years results. This is still very much an area for us to focus on in terms of reducing no awards at higher level.

Projected Data S6 – Higher

Session	Roll	Ratio of entries	No of entries	No of A Awards	% of A Awards	No of A-B awards	% of A-B awards	No of A-C Awards	% of A-C Awards	No of A-D Awards	% of A-D Awards	No of NA's	% of NA's
202021	63	1.7	106	36	34	60	57	84	79	93	88	13	12
2019-20	40	1.2	51	13	25	27	53	40	78	45	88	6	12
National	30481	1.6	49913	16027	32	30468	61	43476	87	47431	95	2572	5
2018-19	56	1.5	84	5	6	22	26	46	55	69	82	15	18
National	31254	1.7	52900	9423	18	21400	40	34372	65	44432	84	8468	16

In S6 we have seen our ratio of entries increase at higher which is really pleasing and we hope this will be more in line with our virtual comparator and national figure. Our percentage of A awards and A-B awards is positive. Our percentage of no awards is in line with previous sessions.

Projected Data S6 AH -

Session	Roll	Ratio of entries	No of entries	No of A Awards	% of A Awards	No of A-B awards	% of A-B awards	No of A-C Awards	% of A-C Awards	No of A-D Awards	% of A-D Awards	No of NA's	% of NA's
202021	63	0.3	16	5	31	12	75	15	94	15	94	1	6
201920	40	0.2	6	4	66	5	83	6	100	6	100	0	0
National	30481	0.6	19030	7869	40	13441	69	17849	92	18509	97	521	3
2018-19	56	0.3	18	4	22	5	28	11	61	14	78	4	22
National	31254	0.6	19348	5161	27	9991	51.6	14712	76	16501	85	2847	15
2017-18	50	0.2	11	5	45	7	64	9	82	11	100	0	0
National	31852	0.6	19889	5606	28	10840	54	15624	79	17404	88	2485	12

We saw a slight increase in our ratio of entries. Often delivering Advanced Higher can be a challenge for a smaller school and pupils can be disadvantaged in terms of contact time with staff. Nevertheless, those young people that are presented tend to perform well.

Overall quality of learners' achievement

Covid restrictions have resulted in many wider achievement opportunities being curtailed this session. Nevertheless, we have been able to continue to deliver our Duke of Edinburgh programme with 17 pupils on course to achieve their bronze award and a further 4 achieving their Silver award.

Our Rights Respecting groups have continued to give pupils the opportunity to be involved in whole school leadership and contribute to the life of the school, developing their 4 capacities. Further to this, 8 pupils have been regularly involved in supporting our community support group and are being presented for their Saltire award for volunteering.

Equity for all learners

We established a Learning Hub in school to target our S4-S5 pupils most at risk of not achieving. Pupils were identified and referred through House Team Meetings, tracking reports and CL referrals. Pupils were supported with support to achieve qualifications in N3 English, N3 Maths, N3 History, N4 English, N4 Numeracy and L4 Personal Development Award. The Learning Hub was staffed by our own teachers and we later used the Closing the Attainment Gap teacher to allow the Hub to be staffed full-time. The Hub also provided a safe space for anxious non-attenders and Christmas Leavers who were on alternative timetables to receive targeted support. We also targeted identified S3 pupils with attendance issues as part of our early intervention programme. Monthly attendance and progress was monitored by our SDO to ensure pupils were on track and fully supported.

This session, we targeted a cohort of middle 60% boys in SIMD 1-4 who were at risk of underachieving. The SDO rigorously tracked these pupils at House Team Meetings and used the working grades identified in their tracking reports to provide additional supports where required. We also took advantage of the Closing the Attainment Gap tutoring service to provide 1:1 tutoring support to help these pupils to secure N5 French and Maths.

We created an alternative Wider Achievement programme for targeted S4 pupils to achieve the L4 Personal Development Award. We built on our partnership with RUTS who delivered the Practical Abilities unit to these pupils, to provide a different curricular experience and support them to attain.

2.2 Curriculum

- Rationale and design
- Development of curriculum
- Learning Pathways
- Skills for life learning and work

Rationale and design

The curriculum is designed to ensure pupils attain at their best level and get a broad general education. Pupils get to choose a "School of" Elective in S1 and S2 and this session three new electives were introduced: Gardening, Engineering and Rugby. These are designed to help pupils develop a range of skills while giving them personalization and choice in their curriculum. Pupils in S1 are also able to choose a 2nd modern language to study alongside French, from Mandarin and Spanish.

S3 and S4 pupils take seven subjects with a focus on building and developing skills for work, learning and life. They are then encouraged to take their best 5 subjects into S5 and S6. At Gracemount High School we offer a range of qualifications, from National 3 through to Advanced Higher.

This session we offered free choice during the course choice process for the first time. This is to ensure that we are meeting the needs of our learners and offering the courses and combinations they require. Pupils will study these courses throughout the 21-22 session.

Development of Curriculum

We have had a focus on increasing our level 5 passes and this session introduced National 5 Lab Science. This is in addition to several Skills for Work and National Progression Awards we offer. We have two new NPA courses offered next session and have opened two of our Skills for Work courses up to S4 pupils to try to increase attainment. We were planning to evaluate our curriculum offer this session, however this was curtailed due to Covid. This will now be done next session, where we will look at the number of subjects and time allocated to each for students across all year groups, as well as looking at how we can maximise the time currently allocated to registration.

Learning Pathways

We have a number of courses and levels on offer. There are currently three NPAs offered, five Skills for Work courses as well as pupils studying Foundations Apprenticeships and courses offered through the School College Partnership. This session we have offered our S4s the opportunity to complete the Pathways programme, allowing them to get the Personal Development and Employability awards. This has been offered out to S3 and S4 for next session.

The result of this is that we have some pupils who may have a range of qualifications from Nat 3 to level 5 awards. We work very closely with Skills Development Scotland who had input into our coursing programme to ensure that subjects offered were compatible with what employers, colleges and universities are looking for.

Skills for Life, Learning and Work

Every faculty has a Career Education Standards action plan which was created last session and was revisited to be completed. A DYW working group has been created this session and each Thursday the school Facebook page is used to offer opportunities to pupils, school leavers and parents in our community. We have also organized employer insight sessions to replace work experience for our S4 pupils and they have been able to sign up to the session they are interested in the most. These will be live interactions with local employers, specifically for Gracemount students. The career areas have been specifically chosen to cater to the careers our pupils aspire to, but also take into account the local employment market intelligence as well as trying to introduce our young people to careers they not have considered. This has been organized in conjunction with SDS and our recently appointed DYW Schools Coordinator.

This session we also had a number of young people attend a Get Work Ready online programme. The pupils were identified as school leavers who were planning on going straight into employment through our rigorous 16+ tracking process and were able to attend a number of workshops to support their transition.

Next steps:

- Review and evaluate our current curriculum offer and design to ensure that it continues to meet the needs of all learners;
- Introduce a coursing quality assurance process to ensure pupils are coursed at the appropriate level and awareness of prior attainment is considered and discussed in faculties as well as by pupil support;
- Build-up DYW as a priority in school to ensure greater awareness of and engagement with employment and pathway opportunities.

Quality Indicator	Quality Indicator Value
Leadership of Change	4
Learning, Teaching & Assessment	4
Wellbeing, Equality & Inclusion	5
Raising Attainment & Achievement	3

Pupil Equity Fund

Schools are asked to re-submit the Pupil Equity Fund Plan that they submitted at the start of the 2020/21 session, as part of their Standards & Quality Report. The impact/outcome column should be completed to reflect school evaluations of PEF spends throughout the session.

PEF Allocation £75,070

PEF Initiative	Cost	Impact
Senior Development Officer	£78,601.53 for both posts	<p>Learning Hub Impact</p> <ul style="list-style-type: none"> Supported 23 S4 pupils (20% of cohort) S4 pupils attending the Learning Hub achieved (on average) 49.8% more tariff points as a result of their support in the Hub. Supported 7 of our Christmas leavers (64% of Christmas Leavers cohort) S5 Christmas Leavers attending the Learning Hub achieved (on average) 71% more tariff points as a result of their support in the Hub. <p>Literacy and Numeracy tracking</p> <ul style="list-style-type: none"> 96% of S4 pupils on track to achieve L3 literacy or above 91% of S4 pupils on track to achieve L4 literacy or above 97% of S4 pupils on track to achieve L3 numeracy or above 73% of S4 pupils on track to achieve L4 numeracy or above
Numeracy Development Officer		<p>Our Numeracy development officer works across our cluster to improve overall levels of numeracy/mathematics. The focus this session has been on developing key resources and working with primary staff to further enhance the pedagogical practice and consistency around numeracy. Level 2 assessments are now embedded and the assessment practice and quality of assessment information that comes from the primary is now much more robust. P7 pupils sat a level 2 numeracy assessment</p>

		<p>at the start of P7 and again at the end to measure impact. There has been considerable improvement (despite lockdown).</p> <p>29 primary pupils have also been extracted to work beyond level 2 and are working well within level 3. These pupils have been targeted and will join as S1 stretched ability class.</p> <p>Within S4 the numeracy development officer has been extracting pupils from class to focus on level 5 numeracy. We are aiming for 40% of S4 pupils to pass level 5 numeracy by the end of S4.</p>
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