



SQR 2021/22

The purpose of the annual Standards and Quality Report (SQR) is to record the successes and achievements in delivering improvement relating to the identified priorities in the improvement plan 2021/22.

Due to the ongoing pandemic, there has continued to be some disruption to the continuity of learning. The priorities identified in the improvement plan for session 2020-2021 continued to be progressed in session 2021-2022. Importantly, staff at all levels continued to undertake and participate in a range of professional learning and development to support both the identified priorities of the improvement plan and, digital learning and teaching.

This report provides a helpful summary for parents/carers and other stakeholders, of successes and achievements in academic session from August 2021 - June 2022, and outlines priorities for session 2022/23.

Section 1



Braes High School: Vision, Aims and Values

Our vision at Braes is to ensure that every pupil in our care feels valued, respected and challenged. Braes High School aims to be a school of the highest quality, providing an education which is appropriate yet challenging to all our young people. As part of our ongoing self-evaluation, we continue to develop and refine our courses and curriculum to ensure our young people are well prepared with the skills required for our ever-changing world of work.

Our motto “Build Respect and Earn Success - Be Part of It!” defines the school and remains significant in building our school vision and ethos which continues to flourish. Through our commitment to restorative practice, we build respectful relationships and encourage hard work in order to gain success. Our pupils fully immerse themselves in the wide and vast ranging opportunities available - both in school and within the community.

We are certain that by developing skills - both academic and personal - that our young people will thrive throughout and beyond their school years at Braes High School.

School Context



Braes High School is a six-year comprehensive school serving the communities of Avonbridge; California; Standburn; Maddiston; Shieldhill and Wallacestone. Our school roll is approximately 1015 pupils. We have a thriving Pupil Council, Parent Council and an association from parents and friends entitled Friends at Braes (FAB) who fundraise and support us at school events. We are incredibly proud of the strong parental links we have established and continue to strengthen these year on year. Given the current circumstances, the focus of Falkirk Council Children's Services' planning has been on recovery, with specific focus on the three priority areas below:

Priority 1:

Wellbeing

Priority 2:

Moving Learning Forward

Priority 3:

Transitions

While the rationale for focusing on Recovery is still evident, we are clear that our school must continue to look forward, be ambitious and continually seek to improve further. This view is based on the recognition that our young people in school deserve no less than this, and that we as colleagues wish to continue our professional development.

Section 2

| Review of progress for 2021 - 22 | |
|---|--|
| Priority 1: Wellbeing | |
| NIF Priority/Driver: School Leadership, Teacher Professionalism, Parental Engagement, Curriculum and Assessment, School Improvement, Performance Information | FC Service and School Improvement Priority |
| HGIOS?4 QIs 3.1, 3.2, 3.3, 2.1, 2.3, 2.4, 2.5, 1.2, 1.3 | |
| Progress and impact (based on outcomes for learners) How well are you doing? How do you know? | |
| <u>Focus on Health and Wellbeing</u> | |
| <u>Context</u> | |
| In Braes High School we are a community that values, supports and prioritises positive wellbeing for all. We know that wellbeing is the foundation on which we build all other achievements and successes in our school community. During and since the pandemic, our whole school approach to supporting wellbeing for our young people, families and our staff has been maintained, enhanced, and developed, taking advantage of technology and an appetite for growth. | |
| <u>What we did</u> | |
| Our strategy has three strands : | |
| Robust structure, procedures and practice, exemplified by : | |
| <ul style="list-style-type: none">• House team structure with weekly, targeted, house team meetings• Wellbeing referral system• HWB survey completed with all young people based on wellbeing indicators | |
| Promotion of positive wellbeing and self-help, preventative, supports for young people, families and staff, exemplified by . | |
| <ul style="list-style-type: none">• Braes Brightside, our hub of information, signposts to support and wellbeing challenges | |

- 'Be Here and Be the Best,' our positive attendance strategy
- Promotion of house identity and school ethos through house competition and assemblies
- Peer Support programmes: Talk to Me, BrAce Aware, Mental Health Awareness Project, MVP
- In-service inputs relating to pupil and staff wellbeing
- Staff contributions to authority wellbeing strategies and RIC engagement.

Supportive, timely and appropriate interventions when required for young people, families and staff, exemplified by :

- Falkirk Adult Mental Health Service parent information sessions
- Onwards and Upwards referral system with support from Barnardos family Support
- Referral to in-school Open Doors Listening Service
- Referrals to partner services: TogetherAll, Kooth, FDAMH young person service, Barnardo's wellbeing service, Equally Safe.
- Partnership referral and working with GPs, Intensive Family Support Service , Social Work and CAMHS.

Next Steps

We will continue to work with our young people, families and staff to identify opportunities to further enhance our provision and work with the expertise of our own staff and with partners to provide robust support.

Recognition of positive rewards systems

Context :

Recognising and celebrating pupil success is at the heart of all we do at Braes and is encapsulated in our motto "Build Respect and Earn Success – Be Part of It!" Our school community currently offers a wide range of opportunities for our young people to develop, showcase and celebrate success and our vision is to ensure that we continue to grow these opportunities further with input from our full community.

Pupil success is currently celebrated by:

- Awards Ceremonies
- Senior Graduation
- Assemblies recognising personal successes
- Weekly and termly digital newsletter
- Braw Awards
- Rewards Day
- Positive referral system
- School displays and noticeboards
- Clubs, Leadership opportunities and activities (Breakfast Club, BYT, Digital Leaders, Pupil Council etc.)
- Showcase events (Art exhibition, Drama and Dance showcases etc.)
- Celebratory festivities including prom and dances

- Utilisation of achievement e-mail address to allow parent and carers to submit pupil successes directly to school.
- Social Media Platforms,
- Parent council presentations
- ‘Not Just a game’ pupils sporting achievement publication

Our school has been noted for its emphasis on supporting and celebrating the holistic achievement of young people. For example, Engagement Visits to the school involving Falkirk Council Children’s Services and Education Scotland have noted:

- the “highly positive relationships and interactions across the school between staff and pupils” which are “values based”
- that “well-being of pupils is at the core of the school teams approach.”
- that pupils “feel very well supported and are clear that all staff give them very good support”
- that pupils feel that they are able to “contribute to school life”
- that the “level of interest and care in every child is apparent across the school”
- that the “staff team have a drive to embed a culture of ambition and aspiration for the school and its community”
- the schools “range of approaches to achieving equity for all pupils is achieved sensitively, tactfully, supportively and thoughtfully”

What we did

As we moved through session 21-22, we continued to use stakeholder feedback and develop work completed by our achievement working group to ensure we were not only continuing to celebrate success but were supporting all pupils to recognise how important their achievements are. As part of this drive, we created a school database focusing on achievement. All pupils would complete a Microsoft form at multiple points in the year during PSE which allowed them to update the database on any achievements they feel were important to them. This was then used to celebrate success at various points in the year but to also support any pupils who needed help in recognising their successes. As a result of this database, we also created an app on our Glow launch pad which allows pupils to directly update this database whenever they achieve success.

Further developments took place in Session 21-22 to enhance our approaches to celebrating success. These included:

- New S1 and S2 pupil achievement ceremonies which will take place during the school day – these events not only reward pupils for their hard work in school but their achievements out with it
- Pupil achievement further celebrated in our school via new achievement roll call posters, internal TV media and special twitter features
- Bi-annual achievement special edition of the Braes Bulletin which has a specific focus on faculty pupil achievement
- A new Award Ceremony for S3 pupils which will see all young people graduate’ from our BGE to senior phase
- New referral options for teachers to input any achievements they feel are relevant for pupils.

Next steps

As we move into next session, we plan to continue to develop our approaches to celebrating success. Including further development of our achievement database and how this information is used to celebrate and support. Further refining our awards ceremonies based on stakeholder feedback and finally, continuing to build on existing practice to allow for all young people at Braes High to celebrate success.

House Identity refresh

Context

House identity is a foundation of the Braes High School community, supporting young people to “be part of it” and providing a sense of belonging within the whole school cohort. The pupil body and staff are split into four house groups; Campsie, Lomond, Ochil and Pentland. Young people contribute to their house by taking part in assemblies, foodbank collections, Sports day, social events and our house competition throughout the school session, led by House Captains providing leadership opportunities.

The COVID pandemic meant that our house system was adapted to provide online opportunities for young people, staff and families to engage with their school community.

What we did

On our return to school this session we were keen to re-engage our young people into house groups and this was supported in several ways :

- Re-introduction of in-person house assemblies
- A whole school competition was launched for young people to design individual house logos
- House noticeboards were created on the Guidance corridor to keep young people updated on house competition.
- The house competition was re-launched with activities designed and facilitated by every faculty in the school, creating a truly whole school competition.
- Launch of Braes Brightside, reinforcing house system and supports.
- Wellbeing activities through Braes Brightside for young people and staff.
- Re-introduction of in-person Sports Day.

Impact

Participation in house events including sports day has been extremely positive all session providing a sense of community among young people and staff.

Next Steps

Continue to raise the profile of house identity and develop programme of house competition to provide varied events.



Development of 'The Bridge'

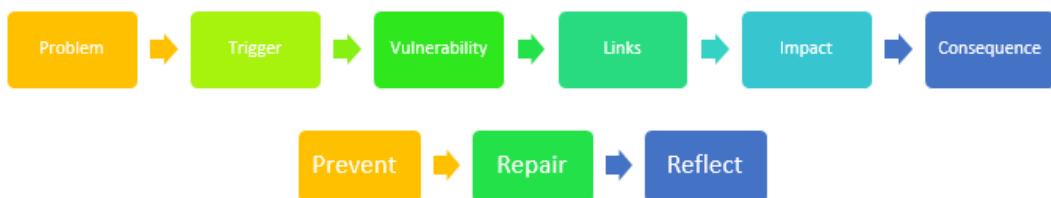
Context

Over several years, we have seen various changes in our provision for alternative to exclusion towards a restorative process, considering and planning a positive and impactful intervention while being mindful of pressures on staff.

What we did

The Bridge, launched January 2022, is our alternative to exclusion provision in Braes High School using a combination of restorative approaches, nurture-based approaches and trauma informed practice to support young people to repair harm they have caused in our school community by considering their actions and working towards a positive resolution. This approach works alongside our school values of respect and community to support young people to take responsibility for actions and repair harm.

Young people are supported by a member of Pupil Support staff to complete the chain of behaviour (included below) to consider the sequence of events, how they can repair harm and avoid any future incidents.



Young people are also supported by volunteer staff from across the school community to complete the work of classes missed, which is provided by classroom teachers on paper or online, ensuring their learning is not disrupted and they continue to achieve and attain in line with their peers.

Next Steps

Following the success of the 3-day pilot of The Bridge, the provision will be extended during session 2022-23 to provide support for young people throughout the school week. The provision will be reviewed regularly and adapted to meet the need of our school community when required.

Onwards and Upwards – further development

Onwards and upwards at Braes High school addresses the poverty related attainment gap by supporting our young people and their families in both targeted and universal ways. Our focus over the past two sessions has been on recovery and providing support for families as a result of Covid-19 impacts. However, raising attainment and increasing opportunities for our learners is at the heart of everything we do.

We continue to focus on increasing awareness within our school community around the cost of the school day and of the supports available in school to maximise income for families. As well as creating a dedicated COSD section within our school website we have hosted pop up shops, provided parcels for those in need and Braes Backpacks full of resources for pupils joining the school as our new S1. We continue to focus on closing the gap in the classroom through targeting and supporting specific young people with dedicated PEF year leads to ensure every Braes pupil can maximise their potential regardless of their socio/economic background.

Family Learning – further development

Family learning for this session has continued to focus on Covid 19 recovery with a strong focus on supporting our young people with mental health. We have partnered with Barnardo's and Falkirk District Association Mental Health who have delivered blocks of sessions to parents and carers focusing on supporting mental health at home. Although we haven't been able to have parent/carers in the school building, we saw this as an opportunity to be creative and still deliver meaningful Family Learning. We started 'The Slow Cooker Project' where we delivered online sessions through Microsoft Teams to targeted pupils and parent/carers where they worked together to create a meal each week. We also made this a universal resource and shared the programme via social media for all our young people and families. Faculties created short skill builder YouTube videos to support learners at home with skills for BGE and exam help for Senior Phase. We successfully secured funding to build a polytunnel which we have up and running producing fruit and vegetables which will be ready for our launch in September. This will be a community project involving pupils, parent/carers and partners in our community to produce our own take on 'Hello Fresh' boxes to provide Braes grown fruit, vegetables and recipes in boxes to give to targeted families in our Braes community.

Next Steps: What are you going to do now?

- Continued focus on **health and wellbeing**, with specific focus on **mental health** and **resilience** building
- Continue to develop our **pedagogical approaches** including further development of **feedback, differentiation** and **skills** development. Focus on specific pupil cohorts to maximise potential
- Further develop our **support for families** with a specific focus on equity and cost of the school day.

| Review of progress for 2021 - 22 | |
|---|--|
| Priority 2: Moving Learning Forward | |
| NIF Priority/Driver: School Leadership, Teacher Professionalism, Parental Engagement, Curriculum and Assessment, School Improvement, Performance Information | FC Service and School Improvement Priority |
| HGIOS?4 QIs: 2.2, 2.3, 2.5, 2.6, 1.5, 1.2, 1.3, 3.2 | |
| Progress and impact (based on outcomes for learners) How well are you doing? How do you know? | |
| <p><u>Digital Learning developments</u></p> <p>We have demonstrated a relentless commitment towards providing enjoyable and well-rounded learning opportunities, which are enriched through the use of digital technologies. We have continued to grow our digital capacity through our determination to provide our young people with as 'normal' an educational experience as possible during school closures or absence, as a result, our digital progress has evolved and accelerated exponentially. As a community, we ensured our young people were not only able to continue to access their education online but were able to thrive and maximise their potential in the digital classroom and through online extra-curricular activities.</p> <p>We have developed extensive digital resources; built staff capacity and enhanced pupil experiences by using digital technology in the following ways:</p> <ul style="list-style-type: none"> ✓ Established and effective use of Glow and Microsoft Teams to support learning ✓ Equitable and accessible provision of resources for all ✓ Enhanced capacity and resources through working in partnership with Connected Falkirk ✓ Improved pedagogy and staff capacity through CLPL programmes ✓ Policies to support learning - Digital Learning, Blended Learning, Bring Your Own Device ✓ Further policies in development - Digital Futures Strategy by the Digital Working Group ✓ Digital Leaders working to ensure pupil led pedagogy and support ✓ Effective communication across our community using the mobile app and digital newsletters ✓ Digital family learning supported through Braes Bites ✓ Accessible online ceremonies and virtual celebrations of success ✓ Continually developed technical resources - Upgraded Wi-Fi and our Creative Learning Space ✓ Embedded digital assessment approaches across the curriculum ✓ Use of clickers, Forms and other online tools to support self-evaluation | |

- ✓ Technology to support ASN – Lexia, Immersive Reader, speech-to-text
- ✓ Online Cyber Security and Internet Safety Information events for parents/carers
- ✓ Multiple partnership working, for example, the Robot Takeover Day with Forth Valley College
- ✓ Broader curriculum pathway (Media; Photography; Cyber Security; Computer Games Dev)
- ✓ Digital wellbeing supported through Braes Brightside and the Digital Wellbeing Day

Our work has been recognised through a range of accreditations and awards:

- ✓ Digital Schools Award
- ✓ Digital Schools Cluster Award – First in Scotland
- ✓ Digital Schools Award for Computational Thinking
- ✓ Digital Schools Award for Cyber Resilience and Internet Safety
- ✓ Digital Wellbeing Award
- ✓ European Digital Schools Award – one of the first in Europe
- ✓ Apple, Google and Microsoft assessed certifications
- ✓ Edufuturists 2021 Staff Engagement & Training Award
- ✓ EdTech 50 Awards 2021
- ✓ The Pearson National Teaching Awards – Digital Innovator of the Year – Highly Commended

Next Steps

Build on current digital learning developments with our digital futures strategy. This will outline our next steps with regards to digital learning, provision, 1 to 1 device usage and continued developments with regards to learning and teaching.

Learning for Sustainability

This session we have looked to embed several programmes with the aim of addressing climate change issues within the learning and teaching experience of our pupils. Our Eco group continue to work towards gaining our green flag by engaging with community litter picks, ensuring as a school we promote recycling waste and involvement in several developments such as the Dandelion Project.

We have also worked closely with Falkirk Council on their Litter Prevention scheme. We have pledged to continue to our commitment to a litter free community and positive promotion of litter prevention messaging.

We have also worked as a pilot school with Fuel Change who are committed to developing courses in schools to help both educate and inform on how we best address the ongoing climate crisis. We aim to continue to work with Fuel Change in order to further develop SQA accredited courses for our pupils.

Professional Learning collaborative update

Professional Learning and Practitioner Enquiry is the main driver of the next stage of our Cluster's ongoing development. As professionals, we know that teacher efficacy has the most significant influence on the learning experiences and outcomes of young people. Teachers within Braes High School are intrinsically motivated to be critically reflective and to engage with new and emerging ideas about teaching and learning. Our staff have shown considerable commitment to the principles of Practitioner Enquiry as outlined in the General Teaching Council for Scotland's

Standard for Full Registration (SFR) and Standard for Career Long Professional Learning (SCLPL).
(2021)

The Professional Learning offer to Braes Cluster staff

Recognising the expectations outlined by GTCS for teachers, and the entitlement of all teachers to opportunities for collaboration and enquiry, the offer for Braes teachers is designed to meet key elements of the GTCS Standards in that it enables teachers to :

- ✓ “commit to lifelong enquiry, learning, professional development and leadership”
- ✓ “engage critically in enquiry, research and evaluation”
- ✓ “read, analyse and critically evaluate a range of appropriate educational and research literature”
- ✓ “systematically engage with research and literature to challenge and inform professional practice”
- ✓ “create, contribute to, and lead a collegiate culture, through collaborative enquiry” (GTCS SFR, GTCS SCLPL, 2012)

As a cluster we are committed to a collaborative approach to further improve practice and ultimately outcomes for all our learners.

What we did

In this academic session we have embarked on a cluster approach to practitioner enquiry and have set up cluster practitioner enquiry groups – or C-PEGs. We delivered several CLPL events to look at the benefits of engaging with PE and the power of sharing developments with colleagues. This was enhanced with an input from Education Scotland on Academic Posters.

As a cluster we appreciate and understand the importance of career long professional learning as a cornerstone of an improvement methodology which has a positive impact on pupils from both an achievement and attainment perspective. We have been immersed in methodologies which engage and motivate learners with a strong focus on what makes the difference in a classroom setting. In the secondary sector we have observed the impact this approach has had on our pupil achievement over a number of years. We have held a long-standing research approach which includes research from experts such as Dylan Wiliams and John Hattie which have helped to focus our approaches to improving learning and teaching methodologies. As a cluster we have used this research alongside national policy including the NIF, HGIOS4 and the updated Standards (2021) to highlight the importance of ongoing professional learning including the importance of professional reading which has helped to embed this approach as an ethos and culture across the cluster. TLCs, PEGs and now C-PEGs have long been a standing focus in our school based working time agreements.

In this academic session we have embarked on a cluster approach to practitioner enquiry and have set up cluster practitioner enquiry groups – or C-PEGs. We delivered several CLPL events to look at the benefits of engaging with PE and the power of sharing developments with colleagues. This was enhanced with an input from Education Scotland on Academic Posters. We have met within our broadly themed cluster groups to discuss developments and progress resulting in a final session where academic posters were shared within the groups.

Due to these strong working relationships, we believe the following has been achieved:

- ✓ Staff are engaged in personally identified, self-motivated approaches to CLPL
- ✓ Staff are given the opportunity to self-evaluate, share and critically converse around their practice and any methodologies they have tried within the classroom
- ✓ Staff have built strong connections with cluster staff with the shared aim of improving outcomes for pupils within our shared community
- ✓ Pupils are reaping the benefits of this professional development through the service they receive in the classroom

Next Steps

We will continue to build on our C-PEGs work with more flexibility for staff to choose their enquiry and with some face-to-face meetings.

At Braes High School we will continue to strive to fulfil our vision philosophy and core beliefs to further improve the outcomes of all of our learners through critical self-evaluation measures, consideration and implementation of pupil voice findings and teacher efficacy through a rigorous approach to lifelong learning.

Braes CLPL

What did we do?

Braes High School runs an extensive programme of in-house CLPL sessions. In response to the Covid-19 pandemic, our programmes were delivered online with a focus of improving virtual learning and engagement. Staff have led sessions virtually offering their expertise on a range of teaching strategies. Each programme includes around 5-10 sessions under a particular theme. These sessions are recorded and uploaded to our whole staff Team page to reach a larger number of practitioners. This gives staff the flexibility to engage with the learning at their own pace. Furthermore, as part of our reflective practices, we have uploaded snippets of some sessions to our website with the aim of sharing good practice.

Impact

Following each programme there is the opportunity for our stakeholders to provide feedback regarding areas of strength and areas of development. This includes feedback from pupils, parents and staff. Working collaboratively as a learning community gives us the opportunity to further improve our learning and teaching strategies and, in turn, ensures a positive outcome for all learners.

The impact of these programmes is evident in the attainment of our young people, with pupils performing either in line with or above expectations in relation to perceived deprivation, and achievement in Literacy and Numeracy significantly outperforming expected standards by pupils deemed to be our most deprived, and also among those pupils with Additional Support Needs. After each CLPL programme, staff have the opportunity to provide feedback on each session and suggest further areas to be included. In our most recent feedback form, our overall effectiveness scored 4.8/5.

Next Steps

In session 2022-2023, we aim to focus our CLPL programmes on Active Learning in the Classroom. The last two years have resulted in staff members adapting their teaching strategies to adhere to social distance restrictions. There is an appetite amongst staff to collegiately work and refresh our knowledge on active learning strategies to promote engagement and attainment in the classroom. We are continuing to add recordings and reading materials to our CLPL website. This resource will also be used during our ERD process.

In addition, during our self-evaluation process, some colleagues have requested the use of podcasts to deliver our CLPL sessions. We aim to start using podcasts as an additional resource in session 2022-2023.

Literacy/Numeracy update

What we did

Literacy and Numeracy is the responsibility of all subject teachers and as such, our joint Literacy and Numeracy working group have undertaken an audit across all subjects to establish the work already being done in other faculties which could naturally provide evidence for literacy/numeracy. The purpose of this was to create a culture where all staff contribute to tracking and monitoring literacy and numeracy of pupils.

This session, following periods of interrupted learning for young people, we have closely monitored pupils in the BGE, through teacher judgement and SNSA data to identify young people who required interventions in literacy and numeracy to ensure they achieve their potential by the end of S3. Staff supported these young people through weekly sessions of targeted interventions. In addition, we have worked closely with our cluster colleagues to plan the learning to ensure our new intake were fully prepared for their transition. In particular, key topics in numeracy were agreed with staff across our P7 cluster to be taught.

Impact

Staff have created a BGE Literacy/Numeracy booklet to develop a greater understanding of literacy and numeracy levels for parents and staff. This has resulted in increased confidence and sustained attainment for pupils by the end of S3 this session.

Our latest S3 authority data collection continues to be in line with our expectations and plans are in place to gather evidence for our most vulnerable learners:

| S3 | % at L3 or better |
|-----------|--------------------------|
| Reading | 93% |
| Writing | 96% |
| Listening | 96% |
| Talking | 96% |
| Numeracy | 96% |

Our Insight data highlights our consistently high levels of Literacy and Numeracy Attainment by the end of S4:

| | 2016/17 | 2017/18 | 2018/19 | 2019/20 | 2020/21 |
|--|----------------|----------------|----------------|----------------|----------------|
| | | | | | |

| | | | | | |
|---|------|-----|-----|------|------|
| Pupil Gaining Level 4 Literacy by End of S4 | 100% | 99% | 99% | 99% | 100% |
| Pupil Gaining Level 5 Literacy by End of S4 | 96% | 98% | 97% | 97% | 98% |
| Pupil Gaining Level 4 Numeracy by End of S4 | 96% | 97% | 98% | 100% | 99% |
| Pupil Gaining Level 5 Numeracy by End of S4 | 53% | 74% | 89% | 90% | 92% |

Next Steps

It is our aim to have all staff, from across the curricular areas:

- confident in making a judgement on a young person's literacy or numeracy levels
- learner conversations taking place in every curricular area
- celebration of literacy and numeracy by every faculty and parents and carers
- understanding of where their young person is on the learning journey and how they can assist with future improvements

Maximising Potential for all to Attain

What we did

Over the past two years, learning has been very different for our young people and staff have been working online and in classes with pupils to ensure they are fully supported and prepared for National Qualifications.

In order to build on lockdown learning, specific groups of young people were identified by were identified by faculties, for example: in science, pupils working towards NQs were given additional time to develop their practical skills; in Maths and English, staff used their knowledge of pupils and the SNSA data to identify pupils who were 'off-track' with their literacy and numeracy and ran weekly catch-up sessions for them. Staff worked closely with our Onwards and Upwards year leads to ensure evidence was gathered to ensure our most vulnerable learners gained recognition for the work they had covered.

In addition, our *Prepare to Pass @ Braes* programme offers an extensive range of supports for young people throughout the year: subject specific supported study sessions; regular Study cafes with staff support and peer tutors; two days of Easter School; online supports such as e-sgoil and scholar and intensive *onelastpush* supports from across faculties.

Keeping young people and their parents informed of learning progress is also essential in ensuring young people achieve their potential. Throughout the session, we have continued to meet with parents and carers online and this has been backed up with regular written reports across the year.

Impact

Our learners say they felt well prepared for the exams despite it being their first experience of assessment in this way. Our projected whole school data is in line with

Next Steps

We plan to look at our monitoring, tracking and reporting procedures, in consultation with staff and parents, to look at how we can make the information shared with parents as clear and helpful as possible. Review our procedures with our primary colleagues to look at tracking the learner journey for our pupils from 3-18.

Self-evaluation Leaders

What we have done

This year, our pupil self-evaluation group has been composed of representatives from across all year groups. Initially, discussions within the group were based around what they wanted the focus of the group to be and their aims for school improvement. They analysed 3 themes from the HGIOURS documentation: Relationships, Learning and Teaching and Health and Wellbeing. They worked collaboratively to discuss areas of strength and areas of development within these themes.

Impact

By taking the time to talk S1, S2 and S3 year groups through their pupil friendly self-evaluation survey, the group recognised that pupils felt valued. The surveys were pupil led therefore opened up an opportunity for pupils to be honest and feel comfortable giving their opinion. The group have received excellent responses from BGE year groups highlighting both strengths and areas of development in relation to the 3 themes. The members of the group have increased their awareness of policy documentation and have confidence in their ability to drive forward self-evaluation.

Next Steps

Moving forward, the group intend to support the completion of these surveys by working in pairs to deliver presentations to all year groups. Throughout these presentations they will share their experiences as learners and highlight areas of good practice and areas for improvement. Following these discussions, pupils will go through the survey step by step with the class. Pupils believe that this method will provide them with high quality data to reflect upon when developing their Pupil Improvement Plan.

Next Steps: What are you going to do now?

- Reflection on **curriculum rationale** in changing context – curriculum pathways:
 - S2 into S3 course choice information
 - S3 into S4 course refinement

- Enhance opportunities for **achievement and attainment** within our broad, general education
- **Review** and refinement of current **broad, general education** in S1/2
- Further develop our **RRS agenda** with specific focus on our **equalities** agenda and building **racial literacy**
- Refresh our **monitoring, tracking and reporting** information in BGE and SP

Review of progress for 2021 - 22

Priority 3: Transitions

| | |
|---|--|
| NIF Priority/Driver: School Leadership, Teacher Professionalism, Parental Engagement, Curriculum and Assessment, School Improvement, Performance Information | FC Service and School Improvement Priority |
|---|--|

HGIOS?4 QIs: **2.6, 2.2, 2.7, 3.3, 1.2, 1.3**

Has this work been supported by PEF? yes/no (If yes, make sure this is **explicit** in your text)

Progress and impact (based on outcomes for learners) How well are you doing? How do you know?

Positive Destinations

Context

Our aspiration in Braes High School is to ensure every young person is leaving to, and able to maintain, a positive destination. In order to fulfil this aim, through and post pandemic, we have implemented rigorous procedures, fostered positive partnerships and adapted our practice to support young people and navigate challenges.

Every young person matters, we want to ensure that each of our young people is armoured with the best opportunities and is leaving school ready for their next challenge.

What we did

- Tracking - We maintain a close track of all of our young peoples intended destinations. This information is pulled in S3 and updated each year. The Pastoral Team track these destinations and ensure that courses meet the entry requirements for any progression pathway. These are updated throughout the year when destinations change or are found.
- Partnership working – Although COVID-19 had meant partnership working has had to be altered, we have maintained positive relationships with the various partners previously established and have found that a great deal of virtual opportunities have presented themselves. This has removed barriers for many who previously would not be able to access work experience or employer engagement.

- Volunteering – Several of our young people had found it more challenging to gain meaningful employment and required support in confidence and employability skills. We found volunteering opportunities with local charities and within our own Pupil Support department which allowed these young people to build the skills to progress on to a positive pathway.
- Course Choice and Careers Virtual Platform – Given the restrictions in live events, we have created a virtual platform which outlines each of the courses offered across all qualification levels. This allows families to discuss course choices and course refinements at home. We truly believe that correct coursing ensures the young people are more likely to succeed, so being transparent with the pathways they are offered supports them accessing courses where they will remain engaged and will achieve in. We have also accessed over 50 employers and industry workers who have produced videos outlining the routes into and job requirements of their roles. This does not replace face-to-face interactions, but our young people then produced questions they would ask, which then created our frequently asked questions section.
- Post school supports – We work closely with SDS to ensure all young people are sustaining their chosen destination.

Impact

Latest Insight data demonstrates the positive impact of these interventions. We have exceeded our previous School Leavers Destination Result (SLDR) in achieving 98% of our young people gaining positive and sustained destinations in session 2020/21 :

| Year | Positive Destination (%) |
|---------|--------------------------|
| 2018/19 | 96.74 |
| 2019/20 | 94.23 |
| 2020/21 | 97.69 |

Next Steps

- Continue to develop our tracking systems to ensure we have up to date and accurate information about your young people's plans for the future so that we can offer the right supports.
- Identify young people using the SDS data hub and our data to provide targeted information and supports for young people relating to the career path they are planning i.e. higher education, further education, apprenticeship, employment.
- Re-introduce in-person work experience and volunteering opportunities to strengthen our young people's employability skills.
- Re-introduce our in-person careers and course choice events to ensure all young people and families have the information they need to decide on career plans.

Next Steps: What are you going to do now?

- Development of **professional learning collaborative**, focusing on leadership **and** continue to develop Practitioner Enquiry approach to CLPL within the cluster (CPegs)
- Enhanced parent/carer and pupil **participation** in ongoing school improvement activity

- Refresh **Pupil Leadership** programmes

Section 3

Key priorities for School Improvement Planning 2022- 2023

This section should articulate with the school improvement plan for the forthcoming session or plan cycle. It should focus on a small number of key improvement priorities which will be expressed as outcomes for learners (as they will appear on the strategic overview of the new improvement plan).

Key priorities for improvement planning 2022-23

Our three key drivers are :

- **Outcomes for Learners**
- **Improving Learning Provision**
- **Leadership Approach to Improvement**

- Continued and enhanced focus on health and wellbeing, with specific focus on mental health and resilience building **SI/PE/CA**
- Continue to develop our pedagogical approaches including further development of feedback, differentiation and skills development. Focus on specific pupil cohorts to maximise potential
- **PI/SI/ACP**
- Reflection on curriculum rationale in changing context – curriculum pathways **SI/SL/CA**
- Review and refinement of current broad, general education in S1/2 **PI/SI/CA**
- Develop our environmental and sustainability educational offer **SI**
- Development of professional learning collaborative, focusing on leadership **and** continue to develop Practitioner Enquiry approach to CLPL within the cluster (CPegs) **TP/SI/SL**
- Enhanced parent/carer and pupil participation in ongoing school improvement activities - **PE**

What is our capacity for continuous improvement?

A brief statement that reflects your current evaluation of your school's capacity for continuous improvement. This should link to each of the QIs you have graded below.

What is our capacity for continuous improvement?

As a school committed to critical reflection, with a well-established cycle of school improvement and self-evaluation activity, we are confident in our ability to continually build on and enhance the experiences and outcomes for our young people. These processes, combined with our investment in professional learning for all those who work with young people in our school give succour to this assertion. Similarly, the combination of quantitative data outlining continuing improvements in the outcomes for our learners, our analysis of areas in which we can improve further, and qualitative observations from an array of evidence sources, also supports our belief in our capacity to develop further as a school. In addition, the contributions of those who work with us, colleagues from our local authority and Education Scotland, parents/carers and community partners reinforces our aspiration to continually develop. Finally, the positive ethos within our school, resting heavily on the positive attitudes of our pupils, allows us to conclude that we have the ingredients necessary to ensure the young people of Braes High School grow and learn in an ambitious and critically reflective school.

Summary of Self-Evaluation – Reference QIs**Primary / Secondary
Self-Evaluation of the Core HGIOS?4**

| | Self-Evaluation Grading |
|--|--------------------------------|
| 1.3 Leadership of change | 5 |
| 2.3 Learning, Teaching & Assessment | 5 |
| 3.1 Ensuring Equality, Inclusion & Wellbeing | 5 |
| 3.2 Raising Attainment & Achievement | 5 |

Braes High School places the human rights and needs of every child and young person at the centre of education. RRSA – Article 28, 29

