Stirling High School
Standards and Quality Report
June 2018

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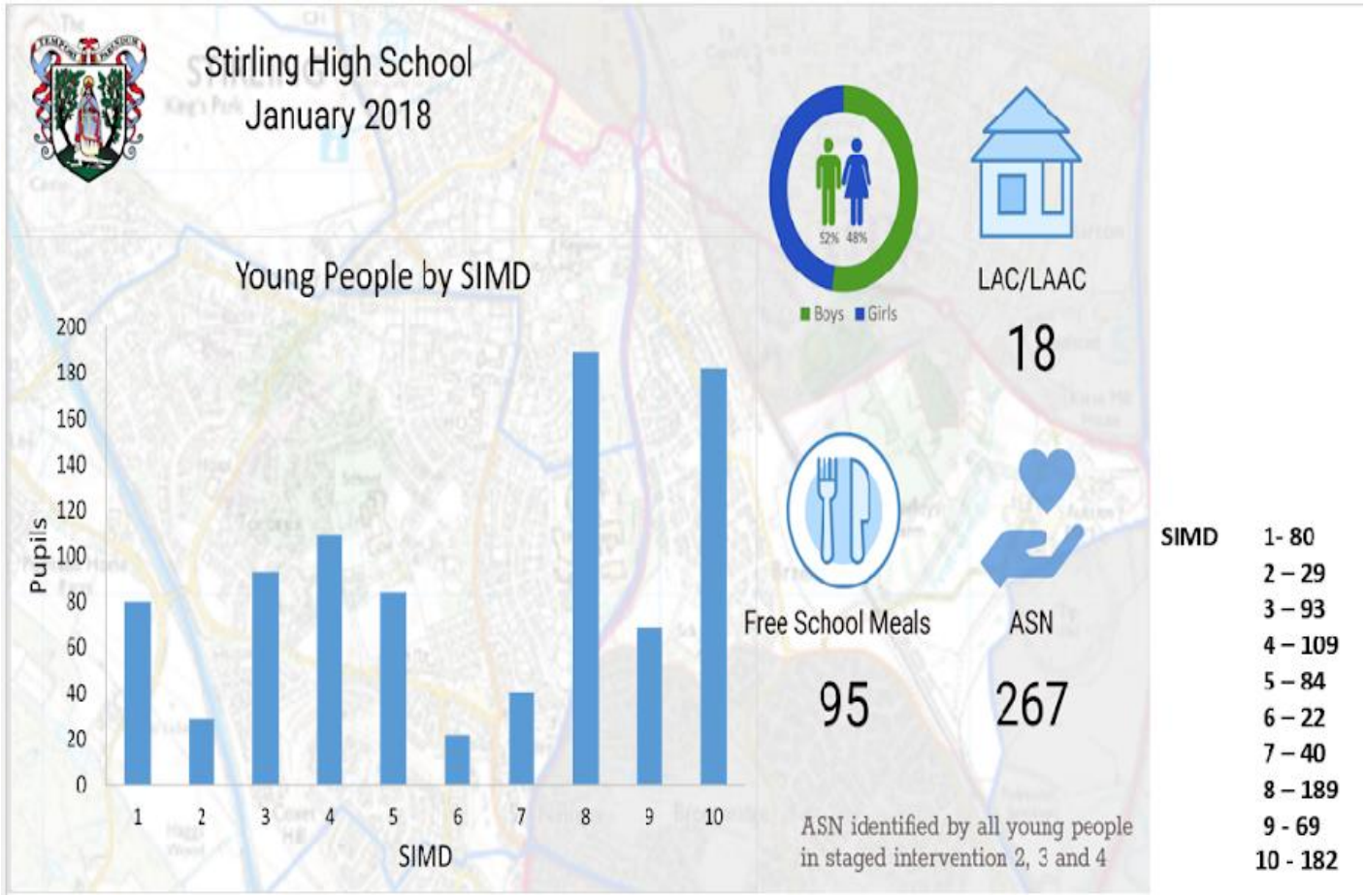
Stirling High School is a six-year non-denominational comprehensive school serving Stirling. Our learning community comprises of our associated primaries; Allan's Primary, Borestone Primary, Braehead Primary, Cambusbarron Primary, Gargunnock Primary, St Ninian's Primary and our associated nurseries; Hillview Nursery, Wellgreen Nursery and Baker Street Nursery. At Stirling High School, we work closely with our nursery and primary colleagues to maintain effective and productive links that benefit our learning community and ensure effective transitions.

Context

Stirling High School has a roll of 906 and serves a truly comprehensive community with 45% of our cohort from deciles 1-5 and 55% from deciles 6-10. The illustration below describes our context.



The 'Wordle' below illustrates the values that are important to our school community. Our 3 key values are **Respect, Responsibility and Achievement**.

Stirling High School is a community where we are committed to doing our best. We **REACH** out to support everyone through developing:

Resilience – We strive to instil confidence and determination in all members of our school

Ethos - We strive to develop respect understanding and acceptance of everyone

Achievement - We strive to enable all of our learners to achieve their best

Community - We strive to prepare our pupils to contribute as local and global citizens

Health - We strive to inspire healthy, happy, creative and aspirational young people

Through developing resilience, ethos, achievement, community and health, the school aims create the support and environment for our young people to be the best that they can be.

With the support of Stirling Council, our goal is to improve the life chances of all of our young people, working in partnership with parents, carers, employers and the wider community. We also have a supportive Parent Council that provides a vehicle for strong and effective partnership with our parents and carers. Our Parent Council recently rebranded itself as our School Community Partnership.

The school is fully committed to meeting the needs of all young people and to providing a wide range of opportunities for all members of our school community. Supporting learning and learners are core responsibilities of all members of staff.

There are eight curricular faculties in the school:

- Numeracy (Maths and Numeracy)
- Modern Languages and Confucius Hub (French, Spanish, German and Mandarin)
- Communication (English and Religious and Philosophical Studies)
- Science (Biology, Chemistry and Physics)
- Social Sciences (Geography, History and Modern Studies)
- Creative Industries (Art and Design, Food and Technology and Music)
- Business and Technology (Business Education, Design & Technology and Computing)
- Physical Education (PE, Fitness and Sport and extra-curricular)

Our school has a Pupil Support Team comprising of three Principal Teachers of Pupil Support, a Principal Teacher of Additional Support Needs (ASN), a Principal Teacher of Equity, 3 ASN teachers and 5 Support for Learning Assistants (SLAs).

What is a Standards and Quality Report?

This report provides an evaluation of the overall quality of educational provision within our school. It shows the positive aspects of our provision and highlights the areas that the school is planning to improve. This report references Education Scotland's How Good Is Our School 4 (HGIOS 4) document and its quality indicators as benchmarks of how well our school is doing.

In session 2017/18, the school had 7 priorities that are evaluated in the next section. Each evaluation is supported by evidence from the school session. This is generated in a planned and systematic way throughout the year. This session we have used a wide range of approaches including:

- Classroom observations - formal and informal
- Young people, staff (teaching and support) and parent and carer surveys
- Young people focus groups
- Staff focus groups
- Parent and carer focus groups
- Data analysis, including Insight
- SQA results
- Discussions between the Senior Leadership Team and Principal Teachers
- Review and improvements led by improvement groups of staff and young people

Information is shared frequently with our parents and carers. Our school website is kept up-to-date and contains all our key information. The school also publishes our Stirling High News e-magazine regularly, edited and published by young people. Stirling High News keeps our community up-to-date with the work of the school, and young people's experiences and achievements that have been celebrated. The school posts regularly on Twitter and Facebook. Our school is regularly featured in the Stirling Observer.

Terminology

In this report the following terminology follows Education Scotland's definitions:
'Almost all' means over 90%
'Most' means 75% to 90%
'Majority' means 50% to 74%
'Less than half' means 15% to 49%
'Few' means up to 15%
Our report refers to our Young People's Improvement Plan (YPIP) and our Parental Improvement Plan (PIP).

Priority 1

School Priority 1	**(a) Improvement in attainment, particularly in literacy and numeracy:** **(b) Learning, teaching and assessment**
National Improvement Framework Priority 1 **Targets**	**HGIOS 4 QI(s): 3.2, 2.3** ● Maintain or improve results in literacy and numeracy in the BGE and leavers. ● Increase percentage of staff who feel supported by a range of moderation activities in literacy and numeracy to > 90%. ● Increase the number of pupils who think regular feedback helps them progress to > 75%. ● Increase to "almost all" pupils agreeing that digital technology is used to improve teaching and learning.
Progress & Impact	**Raising Attainment and Closing the Poverty Related Attainment Gap** Outcomes in literacy and numeracy continue to improve for most pupils. S4 local measures have improved in both Literacy and Numeracy at level 4 and level 5. Insight data shows that attainment of leavers has improved in Literacy in S4 at levels 4 and 5 and in Numeracy at level 4 in S4. Almost all leavers have attained level 3 for literacy and numeracy and almost all S4 leavers have achieved level 4 for literacy - an increase on previous years. An area of focus is attainment of leavers in S5, and strategies have been put in place throughout the year to support departments with these key areas of attainment. In particular, specific pupils have been targeted and both English and Maths have reviewed their approaches to working with pupils at risk of not achieving their potential in literacy and numeracy. This has led to maintenance and improvements in pupil's achievement of a level data at the end of S3. PEF allowed for interventions with pupils from deciles 1-3 who required additional support in literacy and numeracy. This took the form of targeted groups of pupils working with teaching staff, a reading intervention scheme for certain S1 pupils and a digital learning intervention for S2 numeracy groups. Pupils have reported an increase in engagement and confidence in literacy and numeracy. Staff have noted increased confidence in the classroom, as is evidenced by the analysis and tracking of the interventions.

Next Steps	● Improve our results in Literacy and Numeracy for our S5 leavers to match virtual comparators. ● Develop pupils' skills for learning, life and work. Most pupils should report and demonstrate an understanding of these. (YPIP) ● Implement changes to CLPL evaluations which to measure impact it has on young people. ● Use monitoring and tracking S1-S6 to create interventions to increase attainment through Progress. ● Develop short reports with targets ● Develop learning and teaching approaches to fully embed AiFL strategies focussing on feedback. (YPIP) ● Develop improvements in parental engagement including parents supporting parents. ● Development of ASN staff's use of digital tech to support SQA assessments and exams ● Develop use of Sustainable Development Global Goals within the learning experience and implement tracking system.

Priority 2

School Priority 2	**Closing the attainment gap between the most and least disadvantaged children**
National Improvement Framework Priority 2 **Targets**	**HGIOS 4 QI(s): 3.2 Raising attainment and achievement** ● Design appropriate whole school BGE monitoring and tracking and reporting system through SEEMiS ● Use moderation of pupil evidence to inform reporting of levels using benchmarks ● Implement whole school Senior Phase Monitoring and Tracking and Reporting ● Review impact with a targeted sample taking account of SIMD, curriculum levels and a range of abilities ● Continue to roll out to S1/S2 e-profiling ● Build in QA of subject teacher delivery. ● Build in QA by named person.
Progress and impact	We work on closing the gap between most and least disadvantaged young people in a variety of ways. Our pupils have told us that making learning and teaching more engaging is one of the most effective ways to address this - we are addressing this through the work of our Learning and Teaching working group together with our Digital Learning strategy and our staff are aware of which pupils may require extra support. Our Insight data shows a mixed picture in terms of how each SIMD compares to our virtual comparator in S5 and S6 but in S4 7 out of 10 deciles (including all of deciles 1-5) are ahead of the virtual comparator - a possible indication that our strategy is working. Moving forward Progress will allow us to see much more clearly how pupils are performing in subject areas and will provide us with data to inform more targeted interventions. We are making changes to our curriculum to provide more appropriate choices for all young people and work closely with SDS and other partners on our DYW strategy to support pupils into appropriate destinations. We are aware that we do a good job of supporting our more deprived pupils into employment and training but need to do more to support them into college or university. **PEF** Our Pupil Equity Funding (PEF) has been used to set up a wide variety of targeted interventions. Our Principal Teacher of Equity and works together with our pupil support team, our Family Link Worker and our Inclusion Support Worker to provide targeted support where it is needed most. This team have identified the pupils that they work with through discussion with staff and from a wide range of data including FME, SIMD, attendance and attainment data. We use the model for improvement to measure the

	impact of our interventions and make improvements to them.
Next Steps	● Improve targeted pupils' literacy and numeracy. ● Improve Health and Wellbeing outcomes (including attendance) for targeted young people. ● Young people and their families are more included in school life.

Priority 3

School Priority 3	Improvement in children and young people's health and wellbeing
National Improvement Framework Priority **Targets**	**HGIOS 4 QI(s): 3.1** ● Implement and review new anti-bullying policy ● Engage in See Me training for staff ● Evaluate new PSE lessons and survey stakeholders ● Behaviour Group to Evaluate and review expectations and policy. ● Develop personalised support in BGE
Progress and impact	In June 2017 an anti-bullying survey was carried out of pupils, parents and staff. The key messages from the survey were shared at assemblies. Staff went on Respect Me training and have updated the current school policy. Pupil voice group has met to input into final policy. The anti-bullying policy will now be called 'The Respect Policy'. 24 staff participated in the Scottish Mental Health First Aid training in 2017/2018. 11 pupils attended the 'Just Breathe' event at the Tolbooth in June 2018. These pupils will become our Mental Health Champions. Staff completed Stonewall LGBT training in session 2017/2018 and we have a diversity group of young people who meet on a weekly basis. As a school we have signed up to the LGBT bronze charter and another 16 staff took part in training from LGBT Youth Scotland in 2017. We are working towards achieving the charter. One of our PT Pupil Support staff is piloting a 'mindfulness' programme with a group of young people. The success of the first group - measured by survey - of four young people has led to a second group of 8 young people being formed. We plan to extend this programme next session. Feedback from the pupil voice group meeting with SLT in May 2018 raised issues with the PSE programme. Staff also carried out the self -evaluation using Education Scotland resources. Staff have worked with a range of partners to input to the programme including the Fire Service, Open Secret and the Community Police Officer. The programme is under regular review recently seeking advice on legal highs, stress and consent. Staff are part of the Stirling Council steering group which is reviewing the wider RSHPE curriculum. We are piloting the 'period poverty' initiative as part of the council wide agenda. We have formed a pupil leadership group to lead on this project, including junior and senior pupils. The group have been asked to contribute to developing resources for the 'Hey Girls' group. The recent staff survey and the feedback from the subsequent whole staff meeting showed clearly that improving positive behaviour universally and with a targeted group of pupils facing 'harsh realities' had to be a priority going forward. A group of staff met in June 2018 to discuss strategies for the targeted group. Going forward we need to develop alternatives for pupils not coping in school. Key to improving young people's health and wellbeing is ensuring that they have excellent support from the Pupil Support Team and our partners. In S1 personalised

	support is formalised with two interviews with pupils' views recorded in a Google classroom for each tutor group. In S2 and S3 there was one formal support interview linked to course choice and planning for the future. Universal support is delivered by the Pupil Support team while targeted support is lies with the ASN team with a smaller caseload of children with additional support needs. We have recognised that that the equity team have identified a further group of young people who require targeted support due to SEBN needs. Pupils requiring targeted support have input on an almost daily basis from their key person.
Next Steps	● Pupil voice is further developed and young people can indicate the impact they are having. Develop further opportunities for all young people to lead on an aspect of school life.(YPIP) ● Our school community is more knowledgeable of our anti-bullying procedures. ● Young people have a shared understanding of how health and well being is being supported. (YPIP) ● PSE programme is developed with pupil input. (YPIP) ● Improve positive behaviour universally and with targeted group. ● Develop integrated pupil support strategy with ASN and Equity teams. ● Develop Place Based co-working with social work colleagues and others. ● Develop further LGBT+ and diversity for young people. ● Young people have improved support by Pupil Support Team.

Priority 4

School Priority 4	**Improvement in employability skills and sustained positive school leaver destinations for all young people.**
National Improvement Framework Priority **Targets**	**HGIOS 4 QI(s):3.3** ● Continue to review and seek out opportunities to provide work-based skills and learning within the curriculum particularly within the BGE. ● Analyse evidence sources available to determine the effectiveness of delivery to young people ● Fully audit business links with faculties. ● Embed skills for life, learning and work in a curricular context focusing on the BGE
Progress and impact	● This session, Career Education Standards have been communicated with staff and a skills for work template has been formed to allow pupils, parents and staff to understand the relevance of skills development for learning, life and work. The majority of pupils state the school helps them understand and develop skills for learning life and work. ● PTs developed a portfolio of business partners to highlight the diverse range of partnerships who work closely with us to deliver increased opportunities to all young people. Individual departments have identified the 3 partnerships that have delivered the most impact. ● Curriculum planning documents completed for S1 and S2. In doing so, most staff feel that the school vision underpins their work and curriculum development.
Next Steps	● Staff deliver relevant and engaging lessons using the curriculum planning documents as a platform. Pupils are able to articulate the skills required for learning, life and work.(YPIP) ● Young people have an understanding of the Career Education Standard (CES). ● Staff to familiarise with skills template and embed 'I can' statements into lessons and teaching presentations ● Evaluate pupil uptake of STEM options. ● Address gender issues in STEM uptake. ● Young people are able to access more vocational pathways. ● Parents and carers contribute to careers advice presentations ● Increase in best and sustained positive destination.

Priority 5

School Priority	Priority 5 The Curriculum
National Improvement Framework Priority **Targets**	**HGIOS 4 QI(s): 2.2** ● Use new benchmarks to review and assess BGE courses. ● Increase a skills based approach in the BGE to ensure that pupils are ready to access the Senior Phase. ● Provide appropriate Senior Phase progression pathways in vocational and academic contexts. ● Develop further Learning for Sustainability in BGE
Progress and impact	● Within the BGE, new integrated courses have been developed in Business and Computing, Science and Social Subjects. ● Staff developed BGE curriculum planning sheets to ensure courses are aligned with benchmarks and reflect responsibilities for all. This has resulted in young people having a richer and more relevant experience. As a result almost all parents state their child enjoys learning and almost all pupils state that the school improves how and what they learn. ● The introduction of new senior phase pathways has resulted in an increase in opportunity and achievement for all. For example, HSK Mandarin, Music Technology, HNC Sound Production, Design Engineer and Construct, N5 Retailing and, N5 Digital Skills and YASS (Open University) courses have resulted in more young people achieving at the appropriate level. ● Working collegiately with Forth Valley College has also allowed us to enrich our curriculum by offering young people opportunities to study City and Guilds Hospitality, Skills for Work Construction, Early Education and Child Care and a wide range of Foundation Apprenticeships. ● Young people from across the wider authority are able to access learning within Stirling High.
Next Steps	● Further refine S1 and S2 Curriculum planning and produce S3 Curriculum planning sheets. ● Continue to work with partners to develop and offer more appropriate options, including vocational courses, for all young people in the senior phase, for example NPAs, HNCs, Highers and Advanced Highers.

Priority 6

School Priority 6	Self evaluation for self improvement
National Improvement Framework Priority **Targets**	**HGIOS 4 QI(s): 1.1** ● Sharing Good Practice implemented with all staff ● All staff will be involved in devising departmental improvement priorities in line with school priorities. ● Staff to report impact of their learning (CLPL) on pupil progress through PRD ● QA meetings to evidence more self-evaluation activities. ● ISIA group to report on process of evidencing change and deliver CLPL to groups. ● Parental Engagement working group to act and report on parental survey. ● Teaching and Learning group to report on effectiveness of parental involvement in Growth Mind-set initiative ● Establishment of Pupil Parliament and pupil working groups. ● Pupils increased engagement in profiling in S1 and S2 through developing their ability to engage in effective learning conversations
Progress and impact	● Peer to peer lesson observations completed by all staff. Feedback from Staff Survey May 2018 tells us that there is a strong increase in professional learning. ● Feedback from Staff Survey May 2018 tells us that there is a strong increase in staff being involved in and agreeing prorities for SHS as well as given regular opportunities to lead aspects of work across the school. ● When selecting CLPL opportunities, staff justify the potential impact the CLPL would have on professional learning and pupils, Following the CLPL, staff fill in a evaluation form on effectiveness of the course and implement strategies based their learning. Staff also upload this information to their GTCS profile. ● Challenge questions from HIGIOS 4 embedded into monthly DHT link meetings with PTs. ● Improvement science has been used through small tests of change. INSET days have included updates on sharing our approaches to growth mind-set. ● Targeted intervention with selected parents focusing on Numeracy. Parents of targeted group were selected for Enhanced Transition to meet with parents of pupils who have been previously supported through the Enhanced Transition. Those who attended responded positively. PT Equity, Pt DYW and DHT engaged in community at Hillview and Stirling Community Enterprise. Parental Council has been rebranded as Community Partnership and they are supporting community events through the annual Winter Fete and Food

	Festival. ● Parental surveys at each parent's evenings and DHTs follow up on negative comments for more information. ● Based on evidence from pupil survey 2017 decision was taken to focus on feedback and skills development. ● Rebranded to form a range of pupil improvement groups. Young people commented on our improvement plan. You Said, We Did boards highlight decisions made from these groups and can be found throughout the school. ● Most S1-S2 pupils are completing departmental profiling questions and uploading responses to Glow Blogs.
Next Steps	● Peer to peer observations to be completed once again during session 2018/19 and staff to share good practice identified from these observations and professional dialogue following observation at DMs.(Maintenance agenda) ● Ensure all staff continue to be involved in prioritising and leading aspects across the school. (Maintenance agenda) ● Changes to the evaluation form which will measure the impact. PTs to have access feedback forms to help inform PRD. ● Build in challenge questions to faculty meetings in line with monthly DHT link meetings. (Maintenance agenda) ● Analyse data from the small test of change pilots. Continue growth mindset approach with young people in the BGE and their parents. ● Parental Engagement Action Group will engage with Connect Project to increase parental engagement. Development of parental engagement evenings. Community Partnership to be involved in creation of SIP. ● Work with partners to create parental engagement in growth mindset approach with young people in BGE.(Maintenance agenda) ● Young people to evaluate the information gathered from their comments and will form a Pupil Improvement Plan based on National Improvement Framework. ● PTPS to meet with all S1/2 pupils and use the information in the eportfolios to influence course choice and college and UCAS decisions in future years.

Priority 7

School Priority 7	Pupil Equity
National Improvement Framework Priority **Targets**	**HGIOS 4 QI(s): 3.1, 3.2, 2.3, 2.5** ● Raise attainment in literacy and numeracy through targeted interventions. ● Improve attendance and late-coming young people in deciles 1-3 and/or FME ● Reduce demerits and referrals of young people in deciles 1-3 and/or FME ● Develop positive relationships and supports for challenged young people and their families. ● Develop early intervention strategies for challenged young people in S1-S3.
Progress and impact	A robust process of analysing our data sets, focusing on the attainment, attendance and engagement of a targeted group of young people from S1 to S3 provided the information to plan for targeted and additional interventions. The range of interventions have sought to improve educational outcomes, increase attainment and attendance and to reduce the poverty related attainment gap. **Targeted Literacy Interventions :** Almost all of the young people involved in the targeted literacy interventions have demonstrated progress in their attainment and in their confidence in literacy. The S1/S2 Reading Wise intervention, has to date, recorded significant progress in reading age for almost all of the young people. Qualitative feedback from pupils also demonstrates a rise in confidence when approaching reading with many young people using decoding strategies across the curriculum. Targeted literacy support was put in place for S3 pupils who were identified as being most at risk from disengaging from learning in English. Pupil surveys informed us that the targeted young people lacked confidence in their writing skills, and that this was the aspect of literacy that they found most challenging. Targeted support was put in place for two periods per week with a particular focus around developing writing skills and building confidence around literacy. The aim of the intervention was to support pupils to achieve Third Level Literacy by the end of S3. Almost all of the young people achieved their Third Level in writing as was evidenced in their recent assessment. Furthermore, as a consequence of improved confidence and engagement almost all of the young people have completed their National 3 Literacy. Pupil feedback and classroom observation of the pupils has

shown increased confidence and understanding which has been a motivating factor in pupil engagement.

Targeted Numeracy Interventions :

An intervention was set up to reinforce and support basic numeracy skills. For a period of 4 weeks the targeted pupils were given one period per week focusing on :

- The use jump strategies for counting
- The empty number line for addition and subtraction
- Use of the multiplication grid for multiplication
- Use of the bar method for division

This resulted in 15 young people receiving targeted support for 3 periods per week. A First Level Assessment was used for pre and post-assessment data.

Whilst this was not an intervention solely targeted towards pupils under the PEF criteria, more than half of the young people involved were young people on FME or residing within deciles 1-3.

Feedback from pupils was gathered pre and post intervention. The pupil survey feedback reported that almost all of the young people felt increased confidence in their ability to use the strategies taught. They also reported more confidence in their abilities. Parent feedback, gathered at Parental Engagement evenings, also indicated that sharing the new approaches/strategies in numeracy had helped parents/carers to feel more confident around homework and supporting their young person with numeracy.

Final assessment data has shown that almost all the young people have made progress in their numeracy, with 12 of the 13 young people improving their assessment scores.

S3 Numeracy Support :

Targeted support was put in place for a group of young people in S3 who were at risk of not achieving and attaining their Third Level Numeracy outcomes. Observation of learning and feedback from pupils highlighted that some pupils were disengaged in their learning with a lack of self belief and confidence being a major factor in this.

Working collaboratively the Numeracy and Equity Team put in place an intervention aimed at improving attainment in Numeracy. This involved adapting the structure of the lessons (with a particular focus on how changing starters could impact on motivation and engagement) and using Growth Mindset strategies to increase engagement, self belief and confidence.

Feedback from pupils has confirmed that the aims of the intervention were achieved and that all of the young people felt much more confident and engaged in their learning in Maths. Almost all of the young people have completed their National 3 Numeracy, and pupils have reported a sense of pride and achievement in their learning.

Improve the attendance and late-coming for targeted young people :

A range of strategies have been put in place to support the attendance and late-coming of a targeted group of young people. These have included :

- The setting up of a referral system for PTs Pupil Support/ASN and SLT to refer to the Equity Team for support for targeted young people and their families
- Individual Attendance Support provided by our Inclusion Support Worker and/or Family Link Worker
- Outreach Attendance support for non-attenders in partnership with ASN Outreach/Social Work and other agencies involved in the Team Around the Child
- An Attendance Pilot that supports young people with transport to school and allows for a 'Soft Start' each morning
- Alternative Curriculum opportunities targeted around the needs of the child such as Outdoor Learning and Family Cook School
- Equity Team support at Team Around the Child Meetings
- Supporting families with resources to meet the Cost of the School Day
- Increasing the ambition and engagement of pupils by encouraging participation in a range of curricular and extra-curricular activities and excursions

Reduce demerits and referrals of young people in deciles 1-3 and/or FME and develop positive relationships and supports for challenged young people and their families :

A range of strategies and supports have been put in place to meet the needs of our pupils and families, these include :

- S1 Parental Engagement Afternoon to build relationships and promote good communication between school and home
- The Pupil Equity Fund Information Session held in the community to offer advice and support to targeted families
- Supporting families through the medium of Family Cook School
- 1 :1 Support sessions from our Inclusion Support and Family Link Worker to support young people with their attendance and behaviour
- Home visits to support families with morning routines and resources
- Working in partnership with Parent and Family Support to support young people and their families
- Opportunities for young people to be supported in curricular and extra curricular opportunities
- ISW and Family Link Worker support, specifically supporting the causes of challenging behaviour for both the pupil and the parent/carer
- Alternative curriculum opportunities, in partnership with Active Stirling, to offer targeted young people a broader range of learning experiences

	Develop early intervention strategies for challenged young people in S1-S3 Analysis of the transition spreadsheet for the new S1 cohort, alongside a range of information on pupils including referrals and demerits enabled us to identify and plan for young people who may need additional support around their learning and behaviour. A range of supports, in collaboration with PTs Pupil Support and ASN, has enabled us to target specific young people. The range of supports include : · Individualised sessions with the Inclusion Support and Family Link Worker · Inclusion Support Worker and Family Link Worker working at multi-agency level to support the needs of challenged young people. · Supporting pupils on the Enhanced Transition Programme · Targeted pupils having the opportunity for Outdoor Learning sessions · Individualised Educational Plans being supported in collaboration with the Team Around the Child. · Liaison with SEBN Service/ASN and Pupil Support around young people in Primary 7 who may require a higher level of support in S1 · Enhanced Transition Information Session for Parents
Next Steps	**Literacy and Numeracy** The Reading Wise intervention has had an impact on young people's reading and confidence and it has supported them to access learning across the curriculum. Reading Wise training will be cascaded to ASN Staff and it will continue to be used to support targeted young people with their reading and decoding skills. Negotiation has also taken place around using the Reading Wise Comprehension support package and this will be targeted towards pupils who are needing further support in this area. The young people involved in the intervention will continue to be supported through classroom differentiation and additional ASN/Equity input. The S3 targeted Literacy intervention achieved its aim with, to date, almost all of the young people developing confidence and achieving Third Level writing. Communication with the Principal Teacher of Communication and ASN will ensure that the targeted young people will continue to receive a high level of support with their literacy across the curriculum. Early intervention for attendance concerns, alongside robust monitoring and tracking of attainment in literacy will support the targeted young people moving forward. The S1 Numeracy intervention has supported young people to become confident and able to use a range of strategies that will support their numerical skills base and their attainment. Parent/Carer Engagement sessions have taught parents the range of strategies which can support their young person's learning and it is hoped that parents/carers being informed will continue to support attainment. The young people involved in

	the intervention have been placed in classes which are set at their level and will be most appropriate to meet their needs. Next Steps : To continue to use a range of data and assessment to identify young people who are struggling with basic numeracy, with a particular focus on those most at risk of not achieving their potential due to socio-economic and environmental factors. The S3 Numeracy Intervention supported the targeted learners to achieve their National 3 in Numeracy by the end of S3. Moving forward, the pupils will continue to be monitored and tracked as they progress through S4 with the the strategies and approaches embedded within class teachers' approaches to learning and teaching. **Attendance and Latecoming** : To continue to improve attendance and late-coming we intend to : · Monitor and track the attendance of the targeted group · Continue to offer transport support to identified young people. · Build and maintain positive relationships with parent/carers and pupils who may need additional support around attendance · Offer pupils a wider range of alternative curriculum opportunities · 1 :1 support sessions from the Family Link and Inclusion Support Worker · Supporting parents to establish healthy and positive routines that will promote good attendance and timekeeping · Encourage parental engagement through a range of activities that will support parenting capacity in an informal and supportive environment **In order to reduce demerits/referrals and to build positive relationships with challenged young people we intend to :** · Build the capacity of staff around supporting young people who may have experienced Adverse Childhood experiences · CLPL for staff to support challenged young people and the behaviours they communicate · Ensure the needs of challenged young people are communicated in a timely manner and that Individual Child Plans are shared · 1 :1 support session from the ISW and Family Link Worker · Support young people to achieve Youth Achievement Awards through a range of experiences · Provide holistic support for the young people, sign-posting and referring for services that support emotional and social wellbeing **Develop early intervention strategies for challenged young people in S1-S3 we intend to :** · Primary transition information and monitoring of pupils on the S1 Transition Programme will support and inform planning for young people · Engage with parents during the Enhanced Transition process to gather information, build relationships and offer appropriate support

	· Continue to monitor and track the referrals and demerits of identified young people · Provide Alternative Curriculum opportunities for challenged young people · Continue with our referral process for PTS Pupil Support and ASN to refer for the services of the ISW and Family Link Worker for identified young people · Support Team Around the Child Meetings and offer support and guidance to sign post other services or plan for internal support

Key Quality Indicators

Schools are asked to report on progress in four key indicators from Education Scotland's How Good Is Our School 4 (HGIOS4). The indicators are :

1.3 Leadership of Change
2.3 Learning, Teaching and Assessment
3.1 Ensuring Well-Being and Inclusion
3.2 Raising Attainment and Achievement

1.3 Leadership of Change
This quality indicator focuses on collaborative leadership at all levels to develop a shared vision for change that is meaningful and relevant to the context of the school within its community. Planning for continuous improvement should be evidenced based and linked to effective self-evaluation. Senior leaders should ensure the need for change is well understood and that the pace of change is appropriate to ensure the desired positive impact for learners. (HGIOS 4)

Developing a shared vision, values and aims relevant to the school and its community**:**
At Stirling High School we are committed to a values-led, distributed leadership model. We are determined to create a range of opportunities for all staff to lead learning and lead aspects of our improvement plans. All of the Senior Leadership Team (SLT) have engaged in Columba 1400's Head Teacher Leadership Academy. This has enabled senior leaders to reflect positively on their practice and refresh coaching skills, as well as empower them as leaders of change. All principal teachers will embark on a shorter, bespoke Columba 1400 leadership programme in September 2018.
Our community's vision, values and aims were revisited at the beginning of 2016 with a whole community consultation. This was led by our School Improvement Group who surveyed staff, pupils, parents/carers and then we distilled these into our vision, values and aims statements. On-going work in session 2018/19 has to happen to ensure these statements are embedded in our practice as our self-evaluation indicates this is yet to be achieved.

These will be re-emphasised at year group assemblies and through our daily bulletin in session 2018/19 and with staff at Inset day training opportunities. Our staff survey evidences further need for staff to feel that our values are embedded in their work. Our young people report that respect is encouraged across the school, but staff indicate further work is required. Our new monitoring and tracking system, Progress, will track our values of respect, responsibility and achievement in our young people.

In session 2017/18, we focussed on staff having a better understanding of the school's economic and social context. Our focus on closing the poverty-related gap and our PEF work has enabled staff to understand the factors around our community's context. In-service day presentations and departmental meetings, referring to our school community info-graphic has supported this. This is evidenced by an increase positive response in our staff survey to understanding the school's context.

In session 2017/18, we spent time analysing data regarding our poverty related attainment gap and shared information on the demographic of the school with all staff and our Parent Council. We have continued with our strategies to address the cost of the school day and have consulted with staff, pupils and parents/carers on our on-going plans for the Pupil Equity Fund. Our Principal Teacher of Equity has measured the impact of our poverty-related strategies and involved staff and parents in understanding their positive impacts. Our next step is to use our data from 2017/18 to further target support and revise our strategies.

Our Parent Council rebranded itself as our Community Partnership and pupils competed to design the logo. The Community Partnership has been active in developing further our Innovation Hub to support entrepreneurial projects that are pupil-led; this began with our winter fete and continued with our summer Food Festival working with local producers. We are building community through hosting the Stirling Food Assembly and are creating learning opportunities with the producers. Our Bee Project has been re-launched in partnership with the Historic Scotland (Stirling Castle) and Plan Bee Ltd. We work alongside a range of partners to support our young people including social work, Barnados, LGBT Youth Scotland, Young Carers and with our community police officer.

Strategic Planning for continuous improvement

In session 2017/18, our improvement plan priorities were created from the 4 national priorities context and looking at our own needs through our school leadership conference of senior leaders and principal teachers. At the beginning of session 2017/18 this group was expanded to include all staff leading work on our improvement groups. This model of distributed leadership aims to enable leadership opportunities across the school and to ensure sustainability of improvements. There were opportunities for promoted and unpromoted staff to lead projects such as our Raising Attainment Champion, Sustainability, leading digital developments in partnership with SSERC, mental health staff training and our Learning Community Parental Numeracy Workshops.

We have embarked on self evaluation through the use of quantitative and qualitative data, including Insight data, surveys from young people, parents and carers, staff and partners. We have a programme of formal classroom observations conducted by Senior Leadership Team (SLT) and Principal Teachers of Curriculum use learning walks and informal classroom visits. In session 2017/18 we introduced peer to peer classroom visits where colleagues choose a learning partner from across the school, agree a focus and visit each others classes to share good practice. Staff discuss progress at departmental and faculty meetings, led by principal teachers using How Good is Our School 4.

Each month DHTs meet with PTs and leads of working group to monitor progress, using HGIOS4 challenge questions. DHTs meet monthly with the head teacher to discuss progress and next steps.

School improvement is led by a range of staff, promoted and unpromoted and through our school improvement working groups. This work is aligned to our School Improvement Plan (SIP). Depute Head Teachers monitor the progress of the groups through regular meetings and updates. Our pupil voice improvement groups play an important role in involving young people in addressing our shared priorities. Our Community Partnership (Parent Council) also contributes to setting the improvement agenda through consultation.

Each year in May we have a Leadership Conference to focus on our progress towards our (SIP). This conference is attended by all principal teachers and staff who have been leading improvement groups. This is when we assess our progress towards our priorities using How Good is Our School 4 (HGIOS4) and formulate our priorities for the coming session.

Each session we produce a Standards and Quality Report and a School Improvement Plan that includes a Pupil Equity Fund Plan.

Looking Outward

As a school we recognise the importance of learning from others and we are constantly looking at best practice elsewhere that can be adapted to our context to improve outcomes for our young people. For example senior leaders visited ther schools to research curricular structures and also to see the monitoring

and tracking tool Progress in use. Our Confucius Hub co-ordinator visited another school to compare approaches to the introduction of mandarin. Senior leaders visited other Stirling schools to research different models of structuring the pupil support team.

All staff joined improvement groups that were tasked with delivering aspects of our improvement plan and reported progress to DHTs throughout the year. HGIOS4 challenge questions are used to structure discussion on progress towards targets. All staff are able to contribute to specific tasks in their department/faculty improvement plans and this informs actions for staff as part of their Professional Development and Review meetings. Staff benchmark their progress against the GTCS's Professional Standards. Insight is used regularly to plan improvements in attainment and positive destinations.

Implementing improvement and change

In session 2017/18, there has been more consultation with young people and staff using HMIE-style surveys. These have led to further consultation with staff in specific areas that will be addressed as part of next session's improvements. How the school is led and managed was raised as a concern with staff, following further discussion this was found to be in relation to behaviour management. We are determined to address this issue. In session 2017/18 we worked with Stirling Council SEBN service to deliver in-service CLPL on behaviour management; this has had mixed success. School leadership, working with all staff will continue to devise strategies that will support our nurture principles and develop more effective strategies for behaviour management.

Our young people's views are being sought more and we created a Pupils as Partners event with the first session in June 2017; this is being led by our Pupil Voice Improvement Group. From this pupil improvement groups were created; these have met at various times throughout the session and have also focussed on our 4 national improvement priorities. The impact of these groups need to be developed further and shared more with the wider student body as most young people are unaware of the impact.

Staff contributed to our revised curriculum rationale and parents provided additional input through consultation. We have consulted widely this year on improvements to our reporting to parents/carers processes. We introduced shorter more regular reports in the senior phase following a pilot and positive feedback from young people and parents/carers. In session 2018/19 we will introduce shorter regular reports for the BGE. We will review this throughout session 2018/19.

A key group of staff have been trained in improvement science methodology in order to create impact measurements of our improvements across the school. This will enable us to know how well we are improving. This approach has been applied through a wide range of class-based applications of Growth Mindset in partnership with Sonia Grant. Raising attainment in numeracy through the use of Manga High has also been researched as has our closing the poverty-related attainment gap in literacy, numeracy and attendance. It is important that as a school we continue to use research methodology to measure the impacts of our strategies and interventions.

More work needs to take place in ensuring our young people feel they have a voice at Stirling High, as our recent survey shows they feel our pupil council is not effective. This will be addressed in session 2018/19.

Our parents are consulted and updated throughout the year via our Community Partnership (Parent Council). Discussions have included Insight data, PEF strategies and numeracy strategies. Our wider parent forum is asked to complete evaluation forms at our information evenings and HMIE style surveys at parents' evenings. Senior leaders contact all parents who enter 'disagree' or 'strongly disagree' by phone to discuss further the issues raised. We believe this is a strength of ours in developing strong relationships with parents and carers and ensuring their voice is heard and acting upon.

Since session 2016/17, there have been significant improvements at Stirling High, these have impacted on young people and staff. There has been the appointment of 5 new principal teachers of curriculum, 1 new principal teacher of pupil support, the creation of a new faculty (Social Subjects), 2 new depute head teachers and new curricular structures in the BGE, including integrated courses in sciences and social subjects. We have introduced new vocational-based courses in the senior phase in childcare, construction and hospitality. We are creating more flexible, bespoke learning experiences for young people for whom the traditional curricular model is not effective. These improvements have led to successes and challenges for some staff. Our focus is on improving outcomes for young people. Stirling High School continues to develop through systematic, reflective, planned improvement. We are determined to celebrate our successes and create greater opportunities for all young people in our community.

2.3 Learning, Teaching and Assessment
This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements.

Learning and engagement
High quality learning and teaching is fundamental to delivering the curriculum and to allow young people to achieve their potential. To ensure curricular innovation we have established several improvement working groups to focus on learning and teaching, digital learning, literacy, numeracy and sustainability . These groups are comprised of staff representing a wide range of faculties across the curriculum, they meet regularly throughout the year to drive initiatives forward.

Literacy and Numeracy Groups have been working to create a shared understanding of the benchmarks. Whole school and learning community moderation events have taken place. Staff report working with colleagues across sectors was a valuable experience. Going forward into next session the group will continue to develop shared approaches to Moderation at faculty and whole school levels. Additional literacy and numeracy whole school priorities have been identified through analysis of SNSA data.

A member of staff has been leading the Sustainability Group to develop ways in which we can evidence the UN 17 Global Goals across the BGE. Pupils will be able to track and record their progress through the curriculum in relation to the Global Goals by forming a profile in an on-line tracking system which the group are developing. This is scheduled to be launched at the start of the new session. The group is also exploring other ways in which young people can access learning for sustainability through extra curricular activities such as the Bee Project. This is a combined Community Partnership (Parent Council) project over-arching sustainability/enterprise and health and well-being. In partnership with Plan Bee and Historic Scotland, our young people will manage 2 hives will be located in Stirling Castle. This will provide a rich source of IDL opportunities for young people. Tom will continue to lead and evaluate Sustainability initiatives next session.

Numeracy
To raise attainment in numeracy and address the poverty related attainment gap we have worked with our learning community over a number of years. Together, we have developed numeracy networks at primary and early years levels and have coordinated a programme of CLPL for all maths, primary and early years staff. We collaborated with our learning community head teachers on a successful bid to the Innovation Fund to continue our improvement work and to promote parental engagement. Our work has targeted the numeracy needs of our pupils in deciles 1-3. Almost all parents reported improved confidence in supporting their children following our workshops and our small group interventions have shown a measurable improvement in pupils' understanding. In addition, we have developed input for Forth Valley College's Early Years students. We have shared our progress at the Scottish Mathematical Council Conference and the Scottish Learning Festival. The impact of our learning community's work on young people is being widely recognised and has been shortlisted for both the CYPIC Quality Improvement Awards and the Scottish Education Awards for Raising Attainment in Numeracy.

Digital Learning
18 members of staff worked together in early 2016 to look at how we could improve learning through technology in Stirling High School. We spoke to colleagues, young people and parents. We also looked outward to capture the best practice from across Scotland and beyond. We also looked inward and

involved all members of the school community - young people, staff, parents and local businesses - to ensure we had everyone on board. As a result of our research we produced a rationale for giving every young person their own device.

Almost all young people say the benefit from having their own device and can articulate the difference it makes to their learning - 65% of those surveyed talked about showing their parent or carer what they were doing in school on their Chromebook. 72% stated that they were more confident in using digital technology for learning as a result of having their own Chromebook. We have already adapted our roll out plan for year 3 as a result of feedback from young people, to ensure that all young people have an improved induction to the tools the Chromebook has to offer.

We surveyed staff in 2017 and then again in 2018. We looked firstly to teachers of S1/2 classes, as they have had the biggest benefit of the 1:1 devices. We then asked staff about their experience with S3-S6 and the impact of CLPL opportunities many have undertaken this year.

The majority of staff responded that they felt more confident in using technology now than 12 months ago and even more confident than 24 months ago. 67% of staff indicated that their confidence in using technology had improved in the last 12 months, rising to 75% when looking only at teachers who currently teach S1/2. The majority of staff who said there was no difference in their confidence in the last 12 months already confidently used technology in the classroom (scoring 4 or 5 12 months ago).

Almost all staff have taken part in at least one Digital Learning CLPL session in the past 12 months.

Almost all (80%) said that the Chromebooks have been a useful addition to their classroom this year (the majority of staff who responded 'neutral' stated that they already benefit from PC access in their classroom and believe that it is important that young people are confident using a variety of devices).

We sought the views of S1 and S2 Parents as their children had benefited directly from our Chromebook pilot. S1 Parents unanimously agreed that their children needed to be digital literate to thrive in today's workforce. They overwhelmingly believe that their child benefits from having access to their own device for learning.

Some feedback from parents includes "I believe my child has grown in confidence with digital skills since using the Chromebook. He has also taught me new digital skills!"

As a result of our commitment to transforming learning and teaching through the use of digital learning, we have been shortlisted for a Scottish Education Award for the past 2 years. Our hard work and effort also resulted in Stirling High being recognised as a Google Reference School and a Mentor Digital School through the Digital Schools Award scheme. These accolades allow us to share our learning with others in the same way that we benefit when looking outwards.

Quality of teaching

This session, our BGE provision required to be reviewed to align with the publication of the benchmarks. The Learning and Teaching Working Group has developed new Curriculum Planning Documents which staff have been completing as part of their curriculum review. These documents, which are scheduled to be completed by the end of the calendar year, capture how departments plan to embed responsibilities for all and skills development within subject areas. To complement this, resources have been created to help young people understand their skills development. These will be implemented in session 2017/18. Staff are working on explaining the skills set being developed in lessons, these will eventually be shared with young people and parents.

From more recent survey and focus group data most (87%) parents report they are extremely happy with the feedback we provide to young people and the majority (64%) of young people state they are happy with feedback given to them.
Moving forward, for session 18-19, Principal Teachers have been asked to ensure staff place more emphasis on feedback within the context of their subject and their lessons.The pattern of more frequent reporting will also be introduced to young people within the BGE next session.

Growth Mindset and CYPIC
As part of developing resilience and a positive attitude to learning and achievement, we have been working with Mindset UK to place a growth mindset at the heart of learning and teaching. Minset UK has held a series of workshops with staff and parents to develop their understanding of growth mindset. Following this, our partners met with each faculty to develop an implementation plan. Each faculty has elected a member of staff as "growth mindset champion" to drive forward improvements. These staff have developed their own interventions, supported by Mindset UK staff and have used the Model for Improvement to test changes in their classes. This work and its impact on pupils was shared with staff on our February inset day.

We plan to continue this work next session as well as:

- establishing Growth Mindset Ambassador as a leadership role for our senior pupils,
- planning targeted interventions for pupils at risk of disengaging (particularly in S5),
- Minset UK staff joining our Learning and Teaching working group to support staff and keep mindset at the heart of learning.

Our Equity Team have used data from the Mindset project to identify pupils in S1 who had low resilience. An intervention was developed in conjunction with Mindset Uk intervention and is being tested with this group.

PE staff are working with the Winning Scotland Foundation to build resilience in a targeted group of S3 pupils. A group of elite athletes are meeting with the pupils and our Improvement Advisor has been consulted on how we best measure the impact of this work.

In addition our Loacal authority Attainment Improvement Advisor has presented to PTs and working group leads on the model for improvement and tests of change. This has led to further work with the equity team. Staff from Stirling high School also presented at the national CYPIC conference and our Numeracy work was shortlisted for a Quality Improvement Award.

Effective use of assessment
We use a wide range of assessment approaches in both the BGE and for SQA and other courses in the Senior Phase to allow learners to demonstrate their knowledge and understanding. The learning and teaching group has supported the use of formative assessment strategies through our AifL Toolkit and by providing CLPL for all staff. We are aware that we need to continue to improve our feedback to pupils and plan to develop our assessment policy in line with the implementation of Progress for tracking and monitoring. As part of our curriculum review teachers are encouraged to consider assessment at the planning stage.

Assessment information is used to support young people through target setting and mentoring and parents are kept up to date through our short reports. This will be expanded to include all year groups next session and we plan for our Learning and Teaching group to work together with our Tracking and Monitoring group to ensure learner conversations about progress are at the heart of learning and teaching.

Assessment decisions are validated through moderation events in line with our moderation rationale to ensure our assessment decisions are valid and reliable - each faculty has time allocated for 5 moderation events throughout the year. We have worked with our learning community to develop consistent approaches to assessment of Literacy and Numeracy. We also run moderation sessions for all staff on Literacy and Numeracy at the start of each session. In Literacy and Numeracy we make decisions about achievement of a level based on a body of evidence, taking teachers' professional judgement into account, and we moderate these decisions in line with Stirling Council's Assessment and Moderation policy. We plan to further develop moderation of assessment decisions across the school with the implementation of Progress.

Staff from across the school are supported to take on SQA marking roles and use this experience to support colleagues. Our recent verification has been successful.

Our ASN department supports pupils directly and supports teachers with alternative exam arrangements and differentiation. Learning and teaching tool-kits are available in every classroom to ensure equity in learning and teaching and that all learners can access the curriculum, particularly young people with additional support needs. Pupil feedback informs us young people value this provision.

Planning, tracking and monitoring

We use Insight to analyse our results and plan for improvement. Our Local Measures Report and National Measures Report are discussed with local authority representatives (copies available). Principal Teachers report on SQA and prelim results and use this information to set improvement priorities and establish targeted interventions including assertive mentoring within subject areas. This includes investigation of how targeted groups of pupils have performed.

This session our S3 have completed the SNSA assessments and the Literacy and Numeracy faculties have used the findings to plan their departmental and whole school priorities. Moving forward we plan to develop a 3 level approach with targeted interventions for those who need it most, additional support for those who have some areas of concern and additional challenge for those who are coping well.

We are aware that Tracking and Monitoring is not consistent across the school. We moved to short reports in our senior phase this session following a successful pilot where feedback from staff, pupils and parents was positive. Next session we plan to move to short reports in our BGE and we are implementing a tracking solution called Progress for both our Senior Phase and BGE starting in August 2018 - early feedback from staff has been positive. We aim for this to

- enhance learning and teaching by encouraging staff to involve pupils more in talking about their learning and setting learning targets,
- improve communication with parents,
- provide a tool for teachers to identify pupils requiring extra support,
- promote shared understanding of standards in our teachers,
- incorporate and promote our school values,
- support our tracking of skills development.

As a result of all initiatives in place almost all pupils (93.2%) feel they are improving as a learner and almost all parents also comment favourably, (93%) stating that their child enjoys learning and (98%) that they are happy with the school.

3.1 Ensuring Well-being and Inclusion

This indicator focuses on the impact of the school's approach to wellbeing which underpins children and young people's ability to achieve success. It highlights the need for policies and practices to be well grounded in current legislation and a shared understanding of the value of every individual. A clear focus on ensuring well being entitlements and protected characteristics supports all learners to maximise their successes and achievements.

Our pupil support is structured using a house system. There are three houses; Douglas, Randolph and Stewart. All young people are in a House with their key teacher being a Principal Teacher of Pupil Support. All young people have a form tutor who also delivers Personal and Social Education (PSE). Young people on staged intervention level 3 and above are allocated an ASN key teacher. We also have a Principal Teacher of ASN who coordinates ASN staff and resources. In session 2017/18 we introduced a Pupil Equity Team using Pupil Equity Funding (PEF). This has enabled us to target support to young people in deciles 1-3 or with Free School Meals Entitlement (FME). We appointed an inclusion support worker and a family link worker. They have been supporting a range of young people with targeted interventions

We have a support base with a full-time member of staff. Young people can be referred to the support base by the wider leadership team. Referrals can be for poor attendance, anxiety, low self-esteem and behaviour issues. Most sessions in the base are time-limited but a few pupils rely on the support from staff to access the curriculum. Support base staff have taken a lead on developing anxiety strategies with non - attenders. Staff worked with our educational psychologist on 'Mood Juice' self-help guides.

One of our ASN teachers completed the Stonewall training in session 2017/2018 and we have a diversity group of young people who meet on a weekly basis. As a school we have signed up to the LGBT bronze charter and another 16 staff took part in training from LGBT Youth Scotland in 2017. We are working towards achieving the charter. Developing further our LGBT work and celebrating diversity will be a target in our improvement plan for session 2018-19.

A PT Pupil Support, is piloting a 'mindfulness' programme with a group of young people. The success of the first group - measured by survey - of four young people has led to a second group of 8 young people being formed. Staff are working with Mindfulness Enterprises to take forward 'mindfulness' with a larger group.

24 staff completed the Scottish Mental Health First Aid training in 2017/2018. 11 pupils attended the 'Just Breathe' event at the Tolbooth in June 2018. These pupils will become our Mental Health Champions. Developing further a whole school approach to Mental Health will be on the school improvement plan for next session.

One of our ASN teachers has led a 'friends group' for a group pupils and liaised with staff from Social and Emotional Behavioral Needs service on an Arts programme for them.

Our breakfast club is a PEF supported initiative which is well attended - it is supported by a classroom assistant and provides young people with a positive start to the day as well as developing their health and nutrition. In addition there is a nurture club that runs every break and lunchtime for targeted pupils. At least two staff are at the club to provide support and there is strong ethos of relationship building and nurture.

Staff have also been leading on the introduction of Read/Write/Gold group for second year pupils. Staff have visited all S1 English classes to raise awareness of the software package. We have set up a dyslexia

pupils group and shared good practice at a staff meeting. Staff are a building dyslexia friendly library in the support base which includes dyslexia resources with clear print / laid out. Resources for parents will be made available at parent events.

Our PSE co-ordinator works with a range of partners to input to the programme including the Fire Service, Open Secret and the Community Police Officer. The programme is under regular review recently seeking advice on legal highs, stress and consent. Staff are part of the Stirling Council working group which are reviewing the wider RSHPE curriculum. We are piloting an access to sanitary products initiative as part of the council wide agenda. We have formed a pupil leadership group to lead this initiative. The group have been asked to contribute to developing resources for the 'Hey Girls' group.

We have a vibrant Eco group whose work had led to the achievement of six green flags from Keep Scotland Beautiful. Our Eco club meet every lunchtime and plan activities around the green agenda. The club also raises money for a variety of charities. The club works with the members of the local community including Friends of the King's Park and litter picks take place every Monday.

Our PT Equity has implemented a range of interventions to target and support those families in SIMD 1 to 3 and/or on free school meals. One example is a coffee/cake morning was held at Hillview community center catered for by our partner organisation, Riverside Bakery. As a result a 'Family Cook School' was agreed for four Fridays in May/June. Some young people will be taking part in the Cook School over the summer holidays. Our equity staff took a targeted group of young people to the climbing wall at the Peak every week for eight weeks. 50% achieved their NICAS climbing award.

We plan to develop further our support for young people and we have been engaging with staff in a scoping exercise to determine what additional resources are required and how they can be deployed for session 2018/19.

3.2 Raising Attainment and Achievement
This indicator focuses on the school's success in achieving the best possible outcomes for all learners. Success is measured in attainment across all areas of the curriculum and through the school's ability to demonstrate learners' achievements in relation to skills and attributes. Continuous improvement or sustained high standards over time is a key feature of this indicator. (HGIOS 4)

Attainment in Literacy and Numeracy
Our Insight local measures show that S4 level 5 Literacy is increasing year on year over past 3 years and ahead of Virtual Comparatot (VC) (up to 80% from 63% last session). S4 level 3 and 4 Literacy also at highest levels (both 99%) of last 3 years. Prioritising literacy progression at all levels in line with recommendations based on last year's results has had a very positive impact on S4 results. S5 level 4 and 5 literacy are behind our virtual comparator - we aim to address this by targeting support at our returning S5 who are at risk of disengaging and our Christmas leavers. We have also made Literacy compulsory in S5 in order to try and maximise outcomes for learners.

In Numeracy S4 level 5 Numeracy is increasing year on year over past 3 years and ahead of VC. S4 level 3 and 4 Numeracy are also at the highest levels of last 3 years (100% and 99%). S5 and S6 ahead of virtual comparator on almost all measures. Prioritising achievement in Numeracy and encouraging pupils to aim for the next numeracy level is having a positive impact on our young people's achievement.

Our leavers are achieving well in literacy in S4 but there is work to do to improve the results of our S5 and S6 leavers - we hope that targeting support in S3 and S4, making literacy compulsory in S5 and working with our more disengaged S5 pupils will improve outcomes.

Our learners achieve well at level 4 in numeracy in S4, S5 and S6. In S5 results are improving but are still behind our comparator. The work we are doing in S3 and S4 should ensure that more pupils have achieved level 5 numeracy, we are also targeting support at our returning S5 pupils who are at risk of disengaging.

We are now tracking outcomes for our at risk learners in S4-6 in literacy and numeracy and intervening (in conjunction with pupils support, ASN and Equity teams) to improve outcomes for learners.

Attainment over time
Across most curriculum areas we have raised attainment continuously over time or maintained consistently high standards of attainment for all learners - our PTs report on the attainment of pupils in their departments and set priorities based on SQA, prelim and SNSA data. We are aware of curricular areas which require improvement and are working to address these. Most learners make very good progress from their prior levels of attainment but we need to improve outcomes for our S5 leavers in particular. Attainment of our highest 20% of learners and our middle 60% has been good over the past few years, we are working to improve outcomes for our lowest attaining learners. Our staff make effective use of assessments and their shared understanding of standards to make confident professional judgements about how well children and young people are learning and progressing - this is supported by our focus on moderation and will be promoted through our adoption of Progress for tracking and monitoring. We are working to develop a robust tracking system for both our BGE and our Senior Phase - this will be in place for next session and will be evaluated and reviewed through the year. We are working on interventions in various priority areas, based on attainment data, teacher judgement and equity information. We are

improving the way we measure the impact of these interventions and planning for improvement based on our evaluations.

Overall quality of learners' achievement

Overall, our learners are successful, confident, exercise responsibility and contribute to the life of the school, the wider community and as global citizens - we are aware that we need to improve how we track this information and plan to introduce Didbook for profiling and tracking of achievement. We plan to improve the offer to our senior pupils and to encourage them to take more responsibility through volunteering opportunities - we are also reviewing the way we support our prefect team to contribute to the life of the school. We are working to develop a skills framework and promoting this through the work of our learning and teaching group in order to support our learners to be more aware of the skills they are developing. We have worked hard to improve and personalise the pathways available to our learners and we are working more closely with Forth Valley College to support pupils in priority areas based on labour market information.

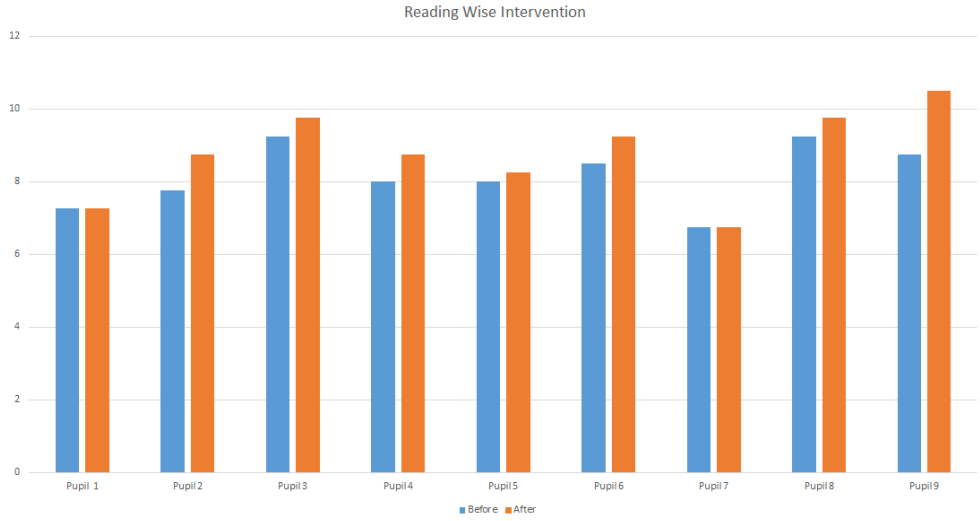
Equity for all learners

We work hard to support our more disadvantaged learners. Results in S4 are very good - our learners from SIMD 1-5 are outperforming their comparators. Results in S5 and S6 are more mixed but we hope the improvements we are making in the BGE and S4 will begin to improve outcomes for these pupils.

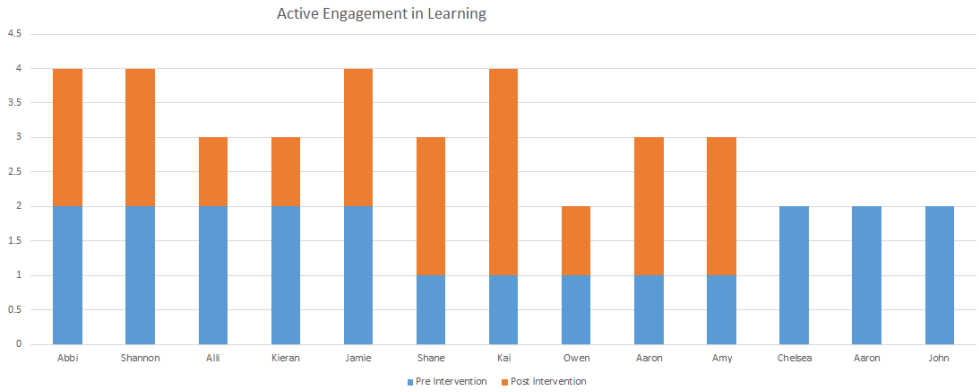
Our most disadvantaged leavers are well supported and more go into positive destinations than compared to Stirling or our comparator. We are good at supporting these pupils into training, employment and activity agreements. We are working to support more of our disadvantage leavers into college and university through our changes to the curriculum and by working with partners including Career Ready and Business in the Community.

Our Equity team have worked to target support to learners who need it most. The team have supported teaching staff and have worked on interventions in;

- Literacy - our Reading Wise intervention has shown measurable improvements for the majority of pupils involved in S1 and S2. The graph below shows the progress of the 9 pupils involved at a point half-way through the intervention. The two young people who did not show progress at this stage have significant additional support needs and will require more support.



- Numeracy - Growth Mindset Strategies were used to increase pupil engagement and confidence and a target group of pupils, at risk of disengaging, are on target to complete National 3 Numeracy by the end of S3. The chart below indicates the improvement of the level of engagement of the pupils. Three pupils did not attend enough to observe a significant improvement.



- S1 pupils were supported with targeted first level Numeracy workshops. 11 out of 13 pupils demonstrated progress throughout compared to their baseline assessment prior to intervention.
- Health and Wellbeing - A wide variety of interventions are being embedded and evaluated (Breakfast Club, Growth Mindset workshops, Counsellor, Seasons for Growth, Promotion of extra-curricular participation, Outdoor Learning, Lifeskills, Attendance and Mental Health First Aiders).