Standards & Quality Report 2021-22

awareness

drive

aspiration

purpose

trust

adapt

succeed

aim high

aim high, adapt, succeed

awareness
drive
aspiration
purpose
trust

Context of the School

Craigmount High School is a large comprehensive school located in West Edinburgh. Our projected roll next session is over 1300 and rising. The majority of our pupils come from our five associated primaries and we also receive a high number of placing requests. Craigmount High School is also one of four Secondary Resource Provision schools within the City of Edinburgh Council. The school is ethos is characterised by positive relationships and a staff team driven by a desire to ensure all pupils maximise potential no matter their ability level.

We offer a rich programme of extra-curricular opportunities, both sporting and cultural. Our Parent Council is active and supportive and in recent years, as well as fund-raising, has played an invaluable part in a number of consultations.

School Vision and Values

In partnership with our school community we have a strong commitment to our vision and values. Our values create the acronym **ADAPT** which stands for **Awareness of others**, **Drive**, **Aspiration**, **Purpose** and **Trust.** These were developed with our pupils and the Pupil Council as well as our vision to **Aim High, Adapt and Succeed**. These were developed in tandem with our work as a Rights Respecting School and we currently have Silver Rights Respecting School accreditation.

School Values

Awareness	We realise that our actions impact on others. We aim to be mindful of this and to support each other.
Drive	We know that hard work is needed to ensure success.
Aspiration	We aspire to be the best we can be. We can all be leaders.
Purpose	We are aware that a clear sense of purpose will ensure we achieve our goals both as individuals and as a school community.
Trust	We understand that trusting relationships underpin all that we do.

Each year we strive to improve upon the wide range of excellent experiences already offered within and beyond the classroom. We encourage our pupils to try new things, challenge themselves, work together and experience success. We also expect our pupils to aim high and meet their full potential. In seeking excellence for all, we are mindful this can only be achieved if we are fair to all and ensure support is in place where and when required. We want all our pupils to remain at school until they are ready to take and sustain a place at college, at university, on a modern apprenticeship or in the world of work. Our mission is to equip our young people with a suite of qualifications, experiences, and skills that will allow them to pursue purposeful, happy lives and to contribute positively to society. We expect all our pupils to gain a recognised award in literacy and numeracy, and to leave with a sound understanding of how to nurture their own wellbeing. We also understand and value the many partnerships it will take to deliver on our promise so we will always look outwards and work closely with our parents, carers, associated schools and other stakeholders to achieve our aims.

1.3 Leadership of Change
- Developing a shared vision, values and aims relevant to the school and its community
- Strategic planning for continuous improvement
- Implementing improvement and change

We are committed to ensuring that we achieve the highest possible standards and success for all learners and that all staff show commitment to shared educational values and professional standards. At all levels in Craigmount High School we strive for collaborative leadership to develop change and improvement which is meaningful and relevant.

The key priorities from our School Improvement Plan which contributed to this quality indicator were centred on these areas:

In session 2021-22, we focused on the following areas:

- We have developed a revised process for evaluating and co-creating our School Improvement Plan. All staff and pupils were involved with the evaluation of our 2020-21 renewal plan and, as a result, we decided on six key priorities which have been the focus of our work this session. The priorities in the improvement plan were support by School Improvement Groups (SIGs) and a member of staff (either teacher or middle leader) has taken the lead role in each SIG. The progress of each SIGs (and therefore the improvement plan) was subject to regular review and formally evaluated in both January and June.
- We have started working with Tree of Knowledge to provide all middle leaders with the opportunity to take part in the VIBE course as part of their professional learning which is GTCS accredited. To date, six members of the middle leadership team have taken part in the course. All participants evaluated VIBE as helpful in supporting their leadership development.
- Following limited opportunities for meaningful pupil leadership throughout the pandemic, we have re-established our pupil leadership structure with representatives for every year group creating year group councils which feed into our pupil parliament. We increased the number of pupils who contributed to our formal pupil leadership structure with a total of 60 pupils involved in the pupil year group councils this session.
- As a result of a review of our pupil support structure, we agreed to transition to a Year Team structure which will be fully introduced in session 2022-23. This session we started a phased move to this structure by changing to a 'tartan structure' where depute headteachers were year heads while pupil support leaders remained with House links. We continued to plan for move to a Year Team structure by providing time to senior and middle leaders through three planning days and also dedicated time through collegiate activities to plan for this change.
- Strong communication is a feature of Craigmount High School, however, we recognised that throughout the pandemic multiple platforms were being used to communicate information. In order to streamline communication, we devised a communication strategy for pupils, parents and staff. For pupils, this meant the introduction of year group Teams accounts to effectively share information. For parents, this involved the launch of our new website, a move to a weekly Craigmount Update via sway and also the introduction of a

new school app. For staff, a new communication policy has been devised and a new intranet has been created to provide consistency in communication.

- Senior and middle leaders have developed more robust working practice for sharing information and a shared programme for leading improvement in the school. This has included the introduction of weekly middle leadership information sharing, a programme of link faculty or year team/depute headteacher meetings, a revised use of the extended leadership meeting time and regular middle leadership planning days.
- All senior and middle leaders took part in a planning day focused on leading change and the improvement planning process. All members of staff who took part in this rated it highly and all members of staff felt this would impact their practice in improvement planning going forward.

Next steps and focus for session 2022-23:

- We will introduce a reviewed pupil leadership structure with the introduction of Pupil Action Groups (PAGs), year group ambassadors and a senior pupil leadership structure of Craigmount ambassadors.
- All senior and middle leaders will take part in a leadership of learning programme delivered by OSIRIS called 'Leading through Leadership of Learning'.
- We will continue to offer the opportunity for members of staff to take part in the VIBE programme but this will be offered to aspiring leaders.
- We will increase the opportunities for staff to lead on aspects of school improvement
- We will implement our new Year Team structure.

2.2 Curriculum

- Rationale and design
- Development of the curriculum
- Learning pathways
- Skills for learning, life and work

We work together as a school community to develop, promote and sustain an aspirational vision for our curriculum and ensure that the vision and rationale for the curriculum are shaped by our local context. We ensure that the curriculum is recognised as the totality of learning experiences across the four contexts as delivered by the school and its partners to ensure that our curriculum results in strong outcomes for all learners.

The key priorities from our School Improvement Plan which contributed to this quality indicator were centred on these areas:

Review our curriculum structure, courses and pathways to support all young people to achieve their potential and progress to an appropriate positive destination.

Curriculum Review

In session 2021-22, we focused on the following areas:

- We consulted with pupils, parents and staff about our Senior Phase curriculum and, as a result, created a revised curriculum structure for the Senior Phase. Our new structure allows S4, S5 and S6 to have an integrated experience and has resulted in 7 pathways in both S5 and S6 to cater for all learners. Previously all pupils had to follow the same pathway with 5 subjects in S5/S6 and now 90 pupils are following a bespoke Senior Phase curriculum outwith this previous structure.
- All faculties reviewed their Senior Phase curriculum and considered their pathways, in particular, the pathways which are not part of the National Qualification route, e.g. National Progression Awards or other courses. Every faculty introduced at least one new pathway for the Senior Phase and, in total, 9 new subjects/routes were introduced for S4-S6.
- Some subjects considered their pathway starting from the choices made in S2 as pupils move into S3 and 5 new pathways were introduced at this stage.
- We introduced a new curriculum pathways diagram for all subject areas to allow pupils and parents to see the routes in each curricular area. This has been shared on our website and all pupils and parents have commented positively about how this supported choices in and through the Senior Phase.
- We revised our approach to course choice and information sharing with parents, taking a workshop approach to the parent/carer Information Evening allowing for personalisation and choice. Almost all parents who attended the evening rated it very highly.
- We have created a new partnership with Edinburgh College in the Physical Education faculty. This involves a co-planned NC course between the school and college for Sport and Fitness which can progress to an HNC next session.
- In order to plan a more effective curriculum for our young people, we introduced one-to-one planning meetings so that all pupils made their curriculum choices with their Pupil Support Leader. The feedback about the introduction of these meetings has been overwhelmingly positive and, due to the range of courses which are planned for next session, it is evident that this has resulted in a more personalised curriculum for our

pupils. This also resulted in the recommendations from teachers being used as part of the course choice process and, as a result, there have been fewer changes to levels in the course choice process.

- We have focused our attention on the promotion of the SCQF Framework to develop the understanding of pupils, parents and staff of the range of qualifications and how these are incorporated into this broader framework.
- We have started a consultation of the Broad General Education (BGE) (S1-S3) with pupils, parents and staff with the aim of gathering opinions before revising the BGE for session 2023-24.
- We have started to audit the partners we work with in the curriculum.

Next steps and focus for session 2022-23:

- We will continue to review our Senior Phase curriculum offering and revise it as necessary for session 2023-24.
- We aim to establish a pre-apprenticeship programme which is integrated as part of the Senior Phase curriculum.
- We will give pupils the opportunity to become SCQF Ambassadors to continue to develop the understanding of the SCQF Framework for pupils, parents and staff.
- We will revise our BGE curriculum and develop a new curriculum structure for 2023-24.
- We will introduce First Aid as part of our S6 curriculum.
- We will involve all of our S6 pupils in a leadership activity which will give them accreditation through the Saltire Aware scheme.

2.3 Learning, Teaching and Assessment
- Learning and engagement
- Quality of teaching
- Effective use of assessment
- Planning, tracking and monitoring

The ethos and culture of our school reflects a commitment to children's rights and positive relationships and we are striving to ensure that our pupils are eager and active participants in their learning. We continue to focus on high quality, consistent learning experiences being a feature of our work.

The key priorities from our School Improvement Plan which contributed to this quality indicator were centred on these areas:
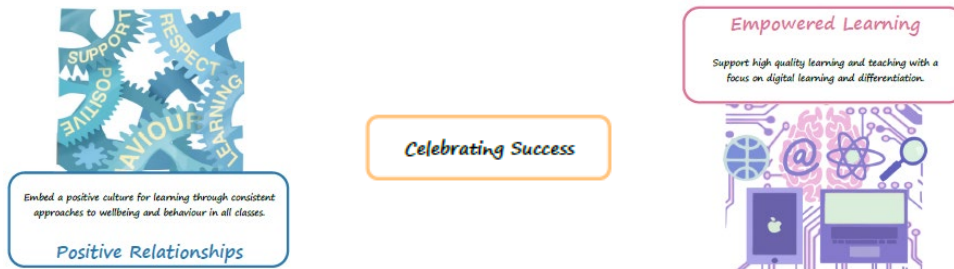
In session 2021-22, we focused on the following areas:

- We developed a new Positive Relationships policy which aimed to simplify the school rules and expectations and focus on praise and visible consistencies as a key feature of our work. All staff were consulted on a policy as well as pupils and parents before it was introduced in term 2.
- In order to support the Positive Relationships policy, we introduced a new management system called Class Charts which shares information about pupils and is used as a means of recording pupil behaviour. All staff were trained in the use of this new system and almost all staff have reported how effective the system is for both sharing and recording information.
- Class Charts has a parent app which allows parents/carers to see the activity which has been recorded for pupils and the app was introduced for all parents in S1-S3. A majority (63%) pf parents are using this system.
- A central feature of the new Positive Relationships policy is the focus on positive recognition. Positive Recognition is awarded to pupils who demonstrate our school values of ADAPT consistently in school or who go above and beyond what is expected. 41, 452 positive rewards were awarded between October and the beginning of June which represented 87% of the total entries recorded on Class Charts.
- We have used information from Class Charts to recognise, reward and celebrate success throughout the year with communications home from the Pupil Support and Year Teams, culminating with a celebrating success celebration for a group of pupils in S1-S3 who achieved the most positive recognition through Class Charts.
- All staff have been issued with their one-to-one staff Empowered Learning iPad which will be used as part of learning and teaching next session.
- We have implemented a series of professional learning opportunities for staff in preparation for the introduction of the Empowered Learning strategy including a regular Learning and Teaching Bulletin, Digital Learning Day during the January in-service and recent Staff Showcases. Almost all staff have reported increased confidence with their use of digital technologies and how these can be integrated in the classroom.
- We have created the Top 10 Skills which all members of staff are expected to use effectively as part of their teaching to ensure that the one-to-one devices are an integral

part of our learning and teaching next session and provide opportunities for staff to share good practice in digital learning.

- We have consulted pupils and parents to gauge their ICT skills. This will be used to create appropriate training for both pupils and parents as we introduce the one-to-one devices.
- We have had our digital infrastructure improved with the RAM in all school computers upgrades, plasma TVs and apple TV installed in all teaching spaces and 27 new WiFi ports installed.
- We have started the process of accreditation for the Digital Schools Award, achieving the threshold for accreditation in the Professional Learning area. As a result of an initial audit, we are now aware of the areas we need to develop in order to gain recognition as a Digital School.
- We have doubled the staff involved in the OTI programme with all participating staff evaluating the course as highly effective professional learning.
- We have introduced Whole School Probationer Supporters as part of our Teacher Development team to ensure a focus on learning and teaching and cross faculty experiences as part of the student and probationer learning experience.
- We introduced Senior Leadership Team Learning Walks to create a shared language for discussing learning and teaching. We then involved Curriculum Leaders in these learning walks to promote a discussion about learning and teaching between senior and middle leaders. Learning Walks have taken place across all faculties with a majority of Curriculum Leaders taking part in extended leadership team discussions.

Next steps and focus for session 2022-23:

- We will evaluate the Positive Relationships policy and make any changes as necessary.
- We will reinforce the rules and expectations with young people and aim to increase the use of stepped consequences and visible consistencies.
- We will provide access for all parents in all year groups to the Class Charts app.
- We will issue a one-to-one device to all pupils in all year groups.
- We will continue to focus on staff professional learning to integrate digital learning into our practice.
- We will upskill pupils in the use of their new one-to-one devices.
- We will establish a new role of a Learning and Teaching Leader to ensure that learning and teaching is a focus of our work next session.
- We will create a revised learning and teaching policy with a shared vision and clarity about what excellent learning and teaching looks like.
- We will develop learning and teaching professional learning and enquiry opportunities for all staff.
- We will develop pupils' ability to articulate and lead their own learning.

3.1 Ensuring Wellbeing, Equality and Inclusion
- Wellbeing
- Fulfilment of statutory duties
- Inclusion and equity

Our approach to wellbeing improves outcomes for children, young people and their families and our school community has a shared understanding of wellbeing and a shared understanding of the dignity and worth of every individual. Our approach to wellbeing underpins young people's ability to achieve success.

The key priorities from our School Improvement Plan which contributed to this quality indicator were centred on these areas:

In session 2021-22, we focused on the following areas:

- We are aware of the impact of the COVID-19 pandemic on our staff and pupils and we have therefore made wellbeing the focus of aspects of our work and tried to provide opportunities for both pupils and staff to discuss their wellbeing.
- We re-introduced our extra-curricular programme for pupils with 37 extra-curricular experiences being offered on a weekly basis.
- We had a focus on staff wellbeing as part of our professional learning and there were a variety of sporting and non-sporting opportunities for staff to opt into throughout the year.
- We have introduced a staff resource with a focus on wellbeing produced by Tree of Knowledge. All staff had the opportunity to complete at least one unit from Treehouse as part of the CAT programme.
- All young people took part in a workshop with Tree of Knowledge which focused on wellbeing. Almost all young people commented that this was a positive experience which supported their learning and/or wellbeing.
- We re-introduced our Celebration of Success for pupils and held a ceremony in school to recognise their academic and drive achievement in subjects throughout session 2020-21.
- In order to support young people who had never sat an exam, we introduced a series of exam stress workshops for identified pupils. All pupils who participated in these workshops commented positively on their effectiveness.
- Through working with the pupil year group councils, we have created a tracker with pupil friendly language to evaluate pupil perceptions of the 'active' and 'included' SHANARRI indicators.
- We offered all young people in S1-S3 the opportunity to take part in one of our Epic Days. For all young people, this was their first experience of taking part in an excursion in secondary school. 98% of pupils in S1 and S2 and 75% of pupils in S3 attended their Epic Day and took part in the activities.
- We have revised our Trips and Activities policy and created a streamlined process in preparation for more excursions to take place in 2022-23.
- We have been one of five schools who have taken part in a Learning for Sustainability project with Fuel Change. This has resulted in a new pathway being created as a wider achievement option in the Senior Phase.

- We have created a draft Equalities and Inclusion policy which is now being discussed with pupils, parents and staff and will be launched next session.
- A group of pupils have taken part in a programme called 'Speak Up @ Craigmount' and will embed this through the work of the Pupil Action Groups (PAGs) next session.
- 5 members of staff have been trained to deliver the Mentors for Violence Protection programme with the aim of providing this opportunity for young people next session.
- We have launched a new method of reporting bullying or prejudice incidents with the aim of breaking down barriers to reporting. This is part of a revised approach to managing any incidents which occur to ensure that any young person who is involved in or reports a bullying or prejudice incident receives feedback as to how this was dealt with and the next steps.
- We celebrated 10 events throughout the year to recognise the different cultures in our school.
- All faculties have created a diversity framework and selected a part of the curriculum to diversify to ensure equitable representation across all courses.
- Almost all staff have taken part in racism and sexism workshops as part of our focus on equalities and almost all staff have taken part in LGBT Young Scotland training as part of our progress towards the LGBT Gold Award.
- We have planned for the introduction of a Wellbeing Hub and Enhanced Support Base and have appointed the members of staff who are leading both of these pathway 3/4 resources which will be introduced in 2022-23.
- We have created a partnership with an organisation called Youth Agency who supported 15 pupils this session and our School Counsellors have supported 22 pupils this session.

Next steps and focus for session 2022-23:

- We will introduce an extra-curricular fair and begin to monitor those who take part in extra-curricular experiences with the aim of ensuring they are inclusive for all young people.
- We will re-introduce excursions planned as part of the curriculum.
- We will revise our Week of Wellbeing to provide all young people with the opportunity to take part in an excursion.
- We will launch our new equalities and inclusion policy and share it with pupils, parents and staff.
- We will continue our work on diversifying the curriculum.
- We will support 7 pupils in our Enhanced Support Base in 2022-23.
- We will provide a range of support I our Wellbeing Hub.

3.2 Raising Attainment and Achievement
- Attainment in literacy and numeracy
- Attainment over time
- Overall quality of learners' achievements
- Equality for all learners

Our approach aims to ensure that all pupils make very good progress from their previous levels of attainment and achievement and we continuously strive for excellence. Our aim is to provide equity of success for all young people and focus on our success in achieving the best possible outcomes for all learners.

The key priorities from our School Improvement Plan which contributed to this quality indicator were centred on these areas:

Focus on attainment for all pupils at all levels through rigorous tracking and faculty interventions.

The Craigmount Gap

Attendance

In session 2021-22, we focused on the following areas:

- As part of our increased capacity within the senior leadership team, we created a remit which is focused on improvements in performance and data literacy.
- The introduction of this focused improvements in performance remit has seen more planned engagement with data by all staff to understand current attainment trends and plan for improvement. All staff were involved in exam analysis following the SQA ACM presentations last session and all staff took part in a new performance information workshop following the Formal Assessments in January. This resulted in an increased understanding of the use of data in school.
- All members of the extended leadership team have taken part in professional learning with the Scottish Government's INSIGHT (Senior Phase benchmarking toolkit) advisor focused on the strengths of Craigmount High School's data journey and the areas for further improvement.
- We have created a revised presentation policy with all pupils expected to achieve in every subject area. This has been communicated with staff and both change of levels and withdrawals have been carefully reviewed and monitored. We have established baseline data to work from going forward. Clear channels of communicating changes with parents/carers have also been established.
- We introduced a revised approach to Formal Assessments with all Formal Assessments taking place in December and taking place in class. This saw the introduction of a column based structure of assessment to minimise the number of assessments a pupil would have in any given day.
- Early in the year we identified a group of pupils who were at risk of not achieving their potential and these pupils have been mentored throughout the year to ensure their success. A group of 23 staff took part in the mentoring programme of S4 pupils.
- We have seen an increase of over 7% of pupils achieving 5 qualifications at SCQF Level 3 moving from 91% to 98% and an increase of 8% of pupils achieving 5 qualifications at SCQF Level 4 moving from 87% in 2021 to 95% in 2022.
- We have introduced a targeted support resource called The Learning Centre (TLC) which aims to support the attainment and achievement of all pupils. The TLC has received 200

referrals for 150 pupils this session and helped 93 pupils achieve a qualification as a result of a request from their subject teacher.

- We have established of a bank of materials and resources across many subjects that can be delivered in a flexible way for pupils working in the TLC, supporting and enhancing their qualifications.
- As part of our reporting cycle, we have produced data after each report to support the work of both the Year Teams and Curriculum Leaders. This culminated in the creation of a Highlight Report after each tracking period to give an overview of performance. Year Teams have utilised this information to provide targeted support and plan interventions.
- We re-introduced an Easter Revision programme to support pupils as they prepared for their SQA examinations. 61 revision sessions were offered over a four-day period and over 247 pupils attended these sessions.
- We also introduced a series of study support sessions during the exam leave period prior to each SQA examination to support pupils to prepare for their exams.
- Study support materials were developed and shared with all pupils through their Year Teams keeping parents/carers involved through the weekly Craigmount Update.

Next steps and focus for session 2022-23:

- We will create a consistent approach to data sharing at key tracking point for Year Teams and Curriculum Leaders with the aim of improved consistency.
- We will introduce a number of interventions which will focus on improvements in performance and evaluate their effectiveness.
- We will appoint a new Data Literacy Leader to support the data literacy of all staff, in particular our Year Teams and Curriculum Leaders.
- We will continue to develop a data literacy culture to support improvement.
- We will explore opportunities for more robust tracking based on evidence and moderation opportunities.
- We will use both tracking and monitoring data and Classcharts information as the basis of Year Team target setting meetings and interventions.
- We will establish of a group looking at 'Integrated Pedagogy' as we balance the performative and pedagogical approaches to learning and teaching.

Craigmount High School Data

Attainment in Literacy and Numeracy

SCQF Level 4 Literacy			SCQF Level 5 Literacy		
S4	S5	S6	S4	S5	S6
97.76%	98.33%	99.28%	82.51%	91.11%	97.84%

SCQF Level 4 Numeracy			SCQF Level 5 Numeracy		
S4	S5	S6	S4	S5	S6
96.41%	98.89%	98.56%	79.82%	85.56%	96.40%

Attainment Over Time

S4		S5		S6	
1 or more at Level 5	91.48%	5 or more at Level 5	84.44%	1 or more at Level 6	94.24%
2 or more at Level 5	85.20%	1 or more at Level 6	82.22%	2 or more at Level 6	91.37%
3 or more at Level 5	80.27%	2 or more at Level 6	74.44%	3 or more at Level 6	88.49%
4 or more at Level 5	74.44%	3 or more at Level 6	68.89%	4 or more at Level 6	80.58%
5 or more at Level 5	71.30%	4 or more at Level 6	56.67%	5 or more at Level 6	71.94%
6 or more at Level 5	63.23%	5 or more at Level 6	46.11%	1 or more at Level 7	62.59%
7 or more at Level 5	50.22%				

S4			S5		
Lowest 20%	Middle 60%	Highest 20%	Lowest 20%	Middle 60%	Highest 20%
222	506	633	373	1001	1270

S6		
Lowest 20%	Middle 60%	Highest 20%
731	1589	2069