Standards & Quality Report 2023-24

awareness

drive

aspiration

purpose

trust

adapt

succeed

aim high

Context of the School

Craigmount High School is a large comprehensive school located in West Edinburgh. Our projected roll next session is over 1350 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 and we have both a Wellbeing Hub and an Enhanced Support Base. The school's ethos is characterised by positive relationships and a staff team driven by a desire to ensure all pupils maximise their potential no matter their ability level.

We offer a rich programme of extra-curricular opportunities, sporting, non-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**, **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

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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 achieve 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 partners 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:
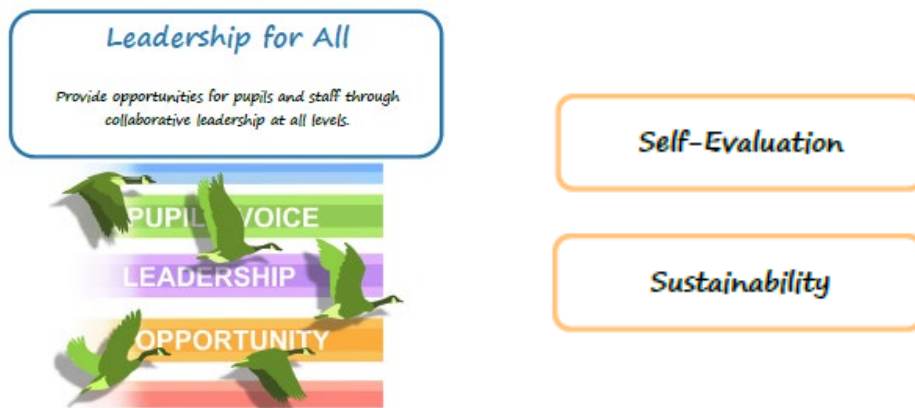
In session 2023-24, we focused on the following areas:

- We continued with our revised approach to the School Improvement Plan and Faculty Improvement Plans which is now an embedded model. Almost all staff were involved with the evaluation of our improvement plan and feedback from staff, parents and pupils informed the priorities in our current plan. The priorities in the improvement plan were supported by School Improvement Groups (SIGs) with all staff contributing to school improvement. A member of staff (either teacher or middle leader) has also taken the lead role in each SIG. The progress of each SIG (and therefore the improvement plan) was subject to regular review and formally evaluated in both January and June.
- We launched new staff leadership opportunities in areas such as leading School Improvement Groups, leading Pupil Action Groups, Pupil Support Links, a Pupil Equity Leader, a Young Carer Leader and Probationer and Student support roles. In total, 40 staff took on leadership responsibilities which has led to further engagement with school improvement.
- We devised and introduced our new self-evaluation model. This was created by middle leaders to support understanding of self-evaluation and self-evaluation judgements. We undertook our first whole school self-evaluation activity relating to diversity in our BGE curriculum. All faculties were involved in gathering at least two pieces of evidence over a term. Members of the extended leadership team then agreed the self-evaluation judgement using this evidence.
- We have continued our work with Tree of Knowledge to provide middle and aspiring leaders with the opportunity to take part in the VIBE course as part of their professional learning which is GTCS accredited. A further two members of staff completed the course this year which means that 14 staff have completed it in total. All participants evaluated VIBE as helpful in supporting their leadership development.

- We continued to work with our eight partner schools through the Collaboration for Impact group. All members of the Senior Leadership team have taken part in at least two planning meetings with this group of leaders to learn with and from other schools.
- Following the evaluation of the revised pupil leadership structure at the end of last session, we have separated the roles of Year Team Ambassador and Pupil Action Groups (PAG). All PAGs now have a lead member of staff who meets with the pupils in the PAG during Tutor time every day. Each PAG produces an action plan with targets and are evaluating their progress towards these targets. With the revised structure, this year we have 95 Year Ambassadors and 78 pupils are involved in one of five Pupil Action Group which means 12% of pupils have been directly involved in leading change in the school.
- We have further developed our partnership work with Deloitte. They delivered a leadership programme for all of our Year Team Ambassadors. All Pupil Action Groups also presented the evaluation of their work to a group of Deloitte staff and Deloitte have provided funding to support them take forward aspects of their action plans.
- We continued to embed our new Year Team structure and refocused the use of the time for Integrated Support Team (IST) meetings. We have implemented a new format for IST meetings which is being evaluated before recommendations are made for next session.
- We appointed a new extra-curricular coordinator who has overseen the 57 different sporting and non-sporting activities on offer. The extra-curricular coordinator led a successful fair to share information about the extra-curricular programme. We introduced a sign-in process for all extra-curricular activities and 22% of pupils have taken part in the programme.
- All pupils completed a survey to share information about their wider involvement in activities outside of school. This information was collated and shared with all staff. Pupil Support Leaders started having discussions with young people not involved in either activities outside of school or the extra-curricular programme.
- All senior and middle leaders took part in five Strategic Planning Days focused on aspects of the school improvement plan, particularly on self-evaluation, inspection, learning and teaching and curriculum.
- We continued with our two leadership periods in S6 and most pupils in S6 have achieved a Saltire aware as a result.
- We used the information from our revised professional learning and PRD processes to plan the professional learning for session 2023-24.
- Through our HMIe inspection in 2023-24, leadership of change was evaluated as a strong aspect of our school.

Next steps and focus for session 2024-25:

- We will continue to refine our pupil leadership structure, having clearly defined roles and responsibilities for the Pupil Action Groups (PAGs), Year Team Ambassadors and enhanced roles for the newly created S6 Craigmount Ambassadors.
- We will increase the opportunities for staff to lead on aspects of school improvement through our new staff leadership framework and provide time for staff who are responsible for each of the improvement priorities.
- We will look at more professional learning opportunities for staff who lead whole school priorities.
- We will use information from our PRD process to plan and inform professional learning programme and priorities for 2024-25.
- We will continue to offer the VIBE programme – specifically targeted at aspiring leaders.
- We will create a plan for more involvement of pupils in the evaluation of the school improvement plan.
- We will create a plan for more involvement of parents in the school improvement plan and in school improvement groups.

2.2 Curriculum and 2.7 Partnerships
- 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 of learning 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:

Widen our pathways to support all young people to achieve their potential and progress to an appropriate positive destination.

Curriculum

Expand our range of partners to better meet the needs of all young people for learning, life and work.

Partnerships

In session 2023-24, we focused on the following areas:

- We implemented 12 courses as an extension of our Senior Phase curriculum structure which was introduced last session. We also introduced the north-west online learning programme and have evaluated its effectiveness. Fourteen pupils attended courses at Craigmount High School as part of this new offer. Pupils and staff have reported that this is a successful way to work with pupils from different schools. Two new courses have been added for the new session with thirty-five pupils from other schools taking part in these courses at Craigmount.
- Two new foundation apprenticeship opportunities have been added to the pathway planning options for pupils starting their 2024-25 curriculum.
- We continued with our two leadership periods in S6 and most pupils in S6 have achieved a Saltire aware as a result.
- All faculties reviewed their Senior Phase curriculum again and considered their pathways, in particular, the pathways which are not part of the traditional National Qualification route, e.g. National Progression Awards or other courses. In total, five new subjects/ routes are being introduced across three faculties in S3.
- We evaluated the use of our digital Curriculum Pathways diagrams for all subject areas which aimed to allow pupils and parents to see the routes in each curricular area. The feedback of these pathway planning diagrams has been positive. As a result, we continued being a Learning School for the Regional Improvement Collaborative and held an event in May which was attended by six schools from four local authorities.

aim high, adapt, succeed

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- We refined our procedures for pathway planning and repeated the event with middle leaders where they shared information about courses so that all Pupil Support Leaders were more informed about choices for pupils. Curriculum Leaders also identified pupils who would benefit from targeted opportunities in the BGE and Senior Phase.
- We introduced a new topic planner for our revised BGE curriculum. All faculties have used the topic planner to plan their revised S1 course. The extended leadership team co-created a quality assurance framework for the topic planners which was used in Strategic Planning days in December and May to evaluate the newly created S1 plans.
- All senior and middle leaders took part in two planning days focused on curriculum and learning and teaching and we started the process of exploring the interconnected nature of learning, teaching and assessment.
- 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. A group of pupils are now SCQF Ambassadors. This led to us becoming a Silver SCQF Ambassador School. This award recognises wider achievement, developing Senior Phase learning pathways in line with the Developing the Young Workforce strategy and giving equality between vocational and academic qualifications.
- We established a group of staff who are exploring Project Learning. They have looked outwards at the practice in five schools and created a proposal for the format of project learning which will be introduced as part of the S2 curriculum in 2025-26. Two members of staff undertook nationally recognised project learning professional learning and links have been made to become an SCQF Level 6 pilot project school.
- We developed our Developing the Young Workforce Open Evening to focus on a wider range of partners and, this year, we doubled the number of partners who attended. As a result, we have established a significant partnership with Morrisons Construction who have continued to engage with the school.
- All faculties audited their partnership working and working towards having one collaboration partner.
- We introduced our Craigmount Career Conversations (#CCC) and 12 Craigmount Career Conversations were held with 200 pupils having attended at least one event.
- We continued with our 16+ meetings and our initial Positive Destinations was 96%.

Next steps and focus for session 2024-25:

- We will continue to evaluate and review our Senior Phase curriculum offering and revise it as necessary for session 2025-26.
- We will evaluate the effectiveness of the topic planner with the introduction of the revised S1 courses and make any amendments as necessary.
- We will plan a revised S2 experience and plan for the introduction of personalisation at the end of the S1 experience.
- We will continue to develop staff, pupils and parents' understanding of the SCQF framework with the aim of becoming a Gold SCQF Ambassador School.
- We will embed volunteering as part of our S6 curriculum and consider leadership opportunities in and beyond school.

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 2023-24, we focused on the following areas:

- We launched our new Learning at Craigmount approach which provides a framework for learning and teaching with information and exemplification about each of the strategies in the framework.
- Almost all staff had the opportunity to develop their understanding of Learning at Craigmount through being a member of a Professional Learning Group in one of the areas within the 'Builds' section of Learning at Craigmount. Almost all staff commented about the positive impact this has had on their practice.
- Through our HMIe inspection in 2023-24, 'Explain and Model' was identified as a strong feature of practice in our school.
- We enhanced our professional learning offer with all professional learning focused on Learning at Craigmount. Ten professional learning opportunities have been offered to staff and six learning and teaching bulletins have been issued. A majority of staff were able to give clear examples about how the professional learning and/or bulletins positively impacted their practice.
- All teaching staff have self-evaluated against 'Learning at Craigmount' standards and identified their strengths and areas of focus for next session.
- We have continued to prioritise developing the use of digital with staff and pupil groups promoting its use. Our Digital Champions have produced weekly Technology Tuesday updates to support the use of one-to-one devices and most staff feel confident with using digital devices to support learning. In our recent inspection, creative use of digital learning was a feature in almost all lessons.
- We achieved our Digital Schools Award which is a national award scheme and aims to promote, recognise and encourage a whole school approach to the use of digital technology in schools.

- We have continued to work with the Osiris Teaching Intervention (OTI) programme and a further ten staff have participated in this course, evaluating it as highly effective professional learning.
- We have embedded our Learning Walks programme by undertaking learning walks with five faculties and one year group. This has led to to a focus on faculty improvement of learning and teaching.
- One of our School Improvement Groups is exploring the creation of our Craigmount Skills Framework. We have visited five other schools to look outwards as part of our Skills research. We have also distributed surveys to parents, pupils, staff and businesses to gather a list of the most valued skills in our community. The School Improvement Group has reviewed the survey responses and has identified five key skills which will form part of the consultation process as we move into next session.
- We have continued to focus on embedding our Positive Relationships policy which has the school rules and expectations, as well as a focus on praise and visible consistencies as a key feature of our work.
- We have introduced a replacement system for Class Charts which can no longer be used in the City of Edinburgh Council. We have worked as an extended leadership team to identify how we can make the use of the new system more consistent.
- Building on the success from 2022-23, we had two Celebrating Success events for each BGE year group. These events focused on different aspects of our approach to positive relationships policy and over 300 pupils took part in these events.

Next steps and focus for session 2024-25:

- We will continue to prioritise staff professional learning to embed Learning at Craigmount with a focus on leadership of learning, evaluation of progress and questioning.
- We will focus on developing a shared pupil understanding of high quality learning and teaching and what is means to be a successful learner at Craigmount.
- We will review and develop our approaches to assessment recoding and reporting as part of our BGE.
- We will further develop our approaches to the self-evaluation of the quality of learning and teaching with both Year Team and faculty learning walks.
- We will continue to embed our Positive Relationship policy and aim to increase consistency of use of our new systems within and between faculties.
- We will develop our Craigmount Skills Framework to support meaningful links across our curriculum.

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, their families and our school community. We have 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. We ensure inclusion and equality leads to improved outcomes for all pupils.

The key priorities from our School Improvement Plan which contributed to this quality indicator were centred on these areas:
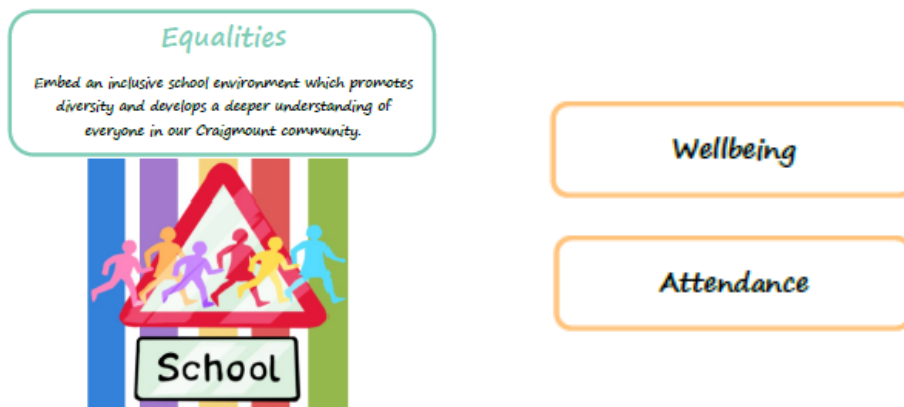
In session 2023-24, we focused on the following areas:

- We appointed a new extra-curricular coordinator who has overseen the 57 different sporting and non-sporting activities on offer. The extra-curricular coordinator led a successful fair to share information about the extra-curricular programme. We introduced a sign-in process for all extra-curricular activities and 22% of pupils have taken part in the programme.
- We had a focus on staff wellbeing as part of our collegiate activity time. Almost all staff took part and the feedback from them was positive.
- We continued to promote the use of the Treehouse resource to support staff wellbeing.
- Pupils in S1, S3, S5 and S6 took part in workshops 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 continued to work with Humanutopia and all S4 pupils took part in a one day experience. S4 pupils then had the opportunity to become Humanutopia Heroes and they helped deliver the 1 day experience for S2 pupils.
- We continued with our Celebration of Achievement evening for pupils and their families and held a ceremony in our local church to recognise their achievements in 2022-23.
- We re-introduced excursions across the school with over 110 excursions taking place during this academic year.
- We introduced a new model for BGE excursions in May which included an S1 residential (attended by most (78%) of the year group), S2 Epic Days (attended by most (80%) of the year group) and an S3 residential (attended by the majority (70%) of the year group).
- We continued with our analysis of our trips and activities programme to better understand the range and extent of our trips and the pupils who had these opportunities.

- All pupils completed a survey to share information about their wider involvement in activities outside of school. This information was collated and shared with all staff. Pupil Support Leaders started having discussions with young people not involved in either activities outside of school or the extra-curricular programme.
- Equalities continues to be a feature of our work and three professional learning opportunities have been offered to all staff in the areas of racial literacy, time for inclusive education and active bystander.
- We undertook our first whole school self-evaluation activity relating to diversity in our BGE curriculum. The outcome of this self-evaluation activity will be evident in next year's improvement priorities.
- Twenty staff undertook professional learning in Mental Health First Aid and achieved the course. This now means there are twenty-seven staff trained in this area.
- One member of staff has been trained to deliver the Mentors for Violence Prevention programme which means we now have six staff who can now deliver this programme.
- All S5 pupils were trained in Mentors for Violence Prevention.
- The Equalities School Improvement Group have evaluated the effectiveness of the Anti-Bullying, Equality and Diversity policy by leading six focus groups. Overall, the majority of pupils feel supported and report that feedback is being given on incidents. All Pupil Support Leaders and Pupil Support Links are providing feedback on incidents within seven days.
- We have introduced a new School Improvement Group and Pupil Action Group focused on Rights Respecting Schools.
- Our Learning Community have started to create a shared Inclusion policy. This will continue into next session.
- We have developed a pupil wellbeing tracker to be trialled and the School Improvement Group launched the WYSA app as a support for pupils and staff. The WYSA app was promoted to all pupils and all staff were offered professional learning to show how it can support pupils.
- We have worked with additional support for learning partners, including Growing Youth, Bridge 8 and Youth 180 to support 16 pupils as part of their school curriculum.
- Our Wellbeing Hub has supported 81 pupils through planned interventions this session.
- We have continued our partnership with Youth Agency who supported 26 pupils this session and continued our partnership working with Granton Youth who supported 7 pupils this session. In addition, our School Counsellors have supported 31 pupils this session and 16 in our learning community.
- Almost all S6 pupils were trained in Level 6 First Aid.

Next steps and focus for session 2024-25:

- We will create and implement an approach to support all young people to deepen their understanding of the wellbeing indictors and evaluate their wellbeing.
- We will develop a model for Enhanced Support Provision.
- We will evaluate the work of our Wellbeing Hub and extend its reach.
- We will continue to focus on attendance with the aim of increasing attendance.
- We will review pupils who are on flexible and alternative timetables and continue to monitor their engagement in learning.
- We will continue to focus our work on developing universal supports across learning.
- We will evaluate how we record bullying incidents in line with national guidance.
- We will use the analysis of our trips and involvement of activities outside school to inform any gaps and extend the analysis to include different pupil characteristics.
- We will develop further opportunities for partners to contribute to planning and identification of support for young people.

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 experience 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 and achievement for all pupils through rigorous tracking, use of data and interventions at all levels.

The Craigmount Gap

In session 2023-24, we focused on the following areas:

- We continued to develop the role of the Data Literacy Leader which is focused on improvements in performance and the data literacy of all staff.
- Using data trends, we developed an understanding of the 'Craigmount GAP' with information being shared with all staff about the definition of the GAP. Pupils were identified using this criteria and all staff reported on the most effective strategies in their classroom to support these pupils.
- Members of the Interventions School Improvement Group took on the role of mentors for these pupils to oversee their attainment outcomes.
- Almost all faculties delivered bespoke interventions for targeted groups and individuals. These, together with universal interventions, were tracked throughout the year. We gathered information about when interventions are being used in subjects and levels and started to gather information to evaluate their impact on learners.
- The work of the Data Literacy Leader and Depute Headteacher (with responsibility for raising attainment and achievement) has seen further planned engagement with data by all staff to understand current attainment trends and plan for improvement. All staff were involved in exam and formal assessment analysis through faculty and collegiate activity time. This has resulted in further development of staffs' data literacy.
- 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 continued to implement our revised presentation policy with all pupils expected to achieve at the highest level in every subject area. We also embedded our change of level and withdrawal process using a revised system. It gives a clear overview of any proposed changes to the Year Team who make the final decision about presentation levels. The number of proposed changes in 2023-24 decreased from 2022-23.
- We continued with our revised approach to Formal Assessments with assessments during the year in the agreed column structure which has received positive feedback.
- We continued to embed our four data systems for Pupil Information, Class Information, a Faculty Overview and Year Team Overview. We also developed and introduced an interventions tracker. These will be evaluated and adapted as we move into next session.
- We evaluated our targeted support resource called The Learning Centre (TLC). The TLC has received 154 referrals for 150 pupils this session and helped those pupils achieve a qualification as a result of a request from their subject teacher.
- 37 qualifications were achieved solely through interventions in the TLC.
- As part of our reporting cycle, we have introduced quality assurance processes to ensure consistency in the data across faculties. This has 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 continued our Easter Revision programme to support pupils as they prepared for their SQA examinations. 130 revision sessions were offered over a three-day period and over 241 pupils attended these sessions.
- We appointed a Pupil Equity Leader who has developed a plan which has four key priorities. We implemented two of these priorities which included targeted interventions in faculties. This will continue to be a feature of our work next session.
- We opened our Craigmount Marketplace in January 2024 to support pupils and families.

Next steps and focus for session 2024-25:

- We will introduce the new Pupil Tracking system from August 2024.
- We will create a shared approach to data analysis at key tracking points for Year Teams and Curriculum Leaders with the aim of improved consistency.
- We will further develop and track interventions which will focus on improvements in performance and evaluate their effectiveness.
- We will continue to develop a culture of promoting data literacy to support improvement.
- We will explore opportunities for more robust tracking based on evidence and moderation opportunities, particularly in the BGE as we implement revised courses.
- We will focus on pupils who are identified as being at risk of underachieving and will also focus on the outcomes of young people with additional support needs, with a specific focus on their attainment in literacy and numeracy.
- We will aim to establish a City of Edinburgh Council network focused on raising attainment and achievement.
- We will capture the wider achievement of all pupils and create a strategy for working with pupils to increase their engagement in activities either in or out of school.

Craigmount High School Data

Attainment in Literacy and Numeracy

SCQF Level 4 Literacy			SCQF Level 5 Literacy		
S4	S5	S6	S4	S5	S6
93.82%	97.93%	98.69%	82.94%	93.47%	97.58%

SCQF Level 4 Numeracy			SCQF Level 5 Numeracy		
S4	S5	S6	S4	S5	S6
91.45%	95.82%	98.30%	73.47%	86.10%	94.31%

Attainment Over Time

S4		S5		S6	
1 or more at Level 5	91.22%	5 or more at Level 5	87.79%	1 or more at Level 6	98.69%
2 or more at Level 5	85.88%	1 or more at Level 6	90.14%	2 or more at Level 6	94.77%
3 or more at Level 5	83.59%	2 or more at Level 6	83.10%	3 or more at Level 6	94.77%
4 or more at Level 5	81.30%	3 or more at Level 6	75.59%	4 or more at Level 6	89.54%
5 or more at Level 5	75.57%	4 or more at Level 6	62.91%	5 or more at Level 6	83.66%
6 or more at Level 5	67.56%	5 or more at Level 6	46.95%	1 or more at Level 7	61.44%
7 or more at Level 5	54.96%				

S4			S5		
Lowest 20%	Middle 60%	Highest 20%	Lowest 20%	Middle 60%	Highest 20%
200	530	709	445	1022	1373

S6		
Lowest 20%	Middle 60%	Highest 20%
876	1670	2179