

| School Information (Including ELC/Nursery if applicable) |                       |
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| School/Establishment                                     | Forrester High School |
| Head Teacher                                             | Stephen Small         |
| Link QIEO                                                | Rosie McColl          |

| School Statement: Vision, Values & Aims, Curriculum Rationale                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| <p><b><u>Vision:</u></b></p> <p>At Forrester we aim for all learners to achieve the best they can through the delivery of very good learning and teaching and a curriculum responsive to the needs of the learners. High aspirations support a growing belief within the learners of their potential. Wider supports and opportunities augment the learning and teaching to create a supportive and inclusive school community. Improvements in learning and teaching and tracking and monitoring have been identified from the recent follow up HMIe visit in February 2025, highlighting the transformation of practice already undertaken. In April 2026 Forrester was recognised as the most improved secondary school in Scotland in terms of leaver attainment and this success is what we are seeking to maintain and develop.</p> <p><b><u>Values and Aims:</u></b></p> <p>The core values at Forrester are 'Respect, Believe, Achieve'. These three values underpin our aspirational and collaborative approach to delivering a coherent and engaging curriculum to support learners as they progress. Increasing the aspiration and challenge of learners from an earlier stage is central to our approaches to raising attainment and achievement in the senior phase. We are committed to working ever more closely with our learning community to continue enhancing the educational provision for all learners.</p> <p><b><u>Curriculum Rationale:</u></b></p> <p>Within Forrester there is a strong focus in ensuring the senior phase curriculum meets the needs for our learning community, taking on board labour market intelligence from SDS and working in close partnership with local further education providers. We offer a wide range of SQA and SCQF qualifications from level 4-7 within the senior phase to widen the curricular offer and pathways for all learners. Pupils take 7 subjects in S4 and 6 subjects in S5. In S6 the offer is dependent upon the range of qualifications undertaken with the minimum number of courses to be undertaken being 4. From session 2026-27 staff will engage with emerging documentation on the Curriculum Improvement Cycle from Education Scotland to review and develop the new BGE curriculum and subsequently support the introduction of new NQs from August 2031.</p> |

| Three Year School Plan for Improvement |           |           |           |
|----------------------------------------|-----------|-----------|-----------|
| Quality Indicator                      | 2024-2025 | 2025-2026 | 2026-2027 |
| 1.3                                    | ✓         | ✓         | ✓         |

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| 2.3            | ✓ | ✓                                        | ✓              |
| 3.1            | ✓ | ✓                                        | ✓              |
| 3.2            | ✓ | ✓                                        | ✓              |
| Additional QIs |   | 1.1 Self-Evaluation for self-improvement | 2.2 Curriculum |

| School Improvement Priority 1 2026-27               |                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| <b>Priority</b>                                     | Learning, teaching and assessment                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Person(s) Responsible</b>                        | John MacPhie                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Next Steps from Standards and Quality Report</b> | <p>Work with young people to develop pupil voice in learning and teaching</p> <p>Further develop moderation sessions to support the reliability and consistency of professional judgements with associated primary schools/learning community across all curricular areas</p> <p>Continue to improve pace, challenge and aspiration for all learners to strive for the quality of learning to improve to VG</p> |

| HGIOS 4 QIs                                                                                               | NIF Priority                                                                                                                                                                                                                                                                         | GTCS Standard for Full Registration                                                                                                                                          |
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| 2.3.2 Quality of Teaching<br>2.3.3 Effective use of assessment<br>2.3.4 Planning, tracking and moderation | <p>Achieving equity ensuring that every child and young person has the same opportunity to succeed</p> <p>Closing the attainment gap between the most and least disadvantaged children and young people</p> <p>Improvement in achievement, particularly in literacy and numeracy</p> | 1.1 Professional values – social justice<br>2.1 Curriculum and pedagogy<br>2.1.2 Practitioner enquiry<br>3.1.4 Effectively employ assessment to support and enhance learning |

| Key Issue/Challenge<br>(why?) | What will solve the Issue/Challenge<br>(what?) | Implementation Activities<br>(how, when and who?) | Outcomes<br>(what does success look like?) | Measurements<br>(how will you know?) |
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| <p>The overall quality of learning and teaching has improved to a grading of Good following recent re-inspection visits and CEC SSE. The next stage is to progress to the majority of lessons being seen as Very Good (HGIOS 6-point scale) or better to ensure improved outcomes for all learners.</p> | <p>Professional learning offer within Forrester</p> <ul style="list-style-type: none"> <li>+ Learning Pods</li> <li>+ Development Officers (23-month)</li> <li>+ Faculty Professional Enquiry</li> <li>+ CAT programme</li> <li>+ Integrated into whole school SE</li> <li>+ Professional Enquiry Learning group (Based on the OSIRIS model)</li> <li>+ Learning, Teaching and Assessment SIG group</li> </ul> <p>Quality assurance of learning and teaching at micro, meso and macro levels</p> <ul style="list-style-type: none"> <li>+ <b>Micro</b> through staff Learning Pods/professional enquiry group</li> <li>+ <b>Meso</b> through CL walks/Link with St Augs (June 26-Oct 26)</li> <li>+ <b>Macro</b> through SLT Learning walks and one yearly formal classroom visit</li> <li>+ CL collaborative time</li> </ul> | <p><b>August 2026 onwards:</b> Undertaking of Professional Enquiry through learning pods approach led by L&amp;T Development Officers</p> <p><b>August 2026 INSET:</b> Staff groups choose a L&amp;T focus (Japanese Lesson Study concept)</p> <p><b>September 2026:</b> CLs identify area for collaborative Professional Enquiry within faculty area drawing on evaluation of FIP from 2025-26</p> <p><b>October 2026 INSET:</b> staff feedback initial impact and evaluation from practice</p> <p><b>June 2027:</b> PRDs reflecting on professional learning</p> <p><b>August 2026 CL:</b> whole school SE question set (macro)</p> <p><b>October INSET:</b> Lesson studies review of phase 1 (micro)</p> <p><b>October/November 2026:</b> CL and SMT learning walks 1<sup>st</sup> window, phase 2 of FSE visits to Science and Technologies (macro)</p> | <p>Majority of lessons observed rated VG or better practice</p> <p>Almost all staff reporting positive progress in their own practice</p> <p>Clear evaluation of learning and teaching within SE documentation. All faculties to use evaluative language in FIPs.</p> | <p>Staff LTA survey</p> <p>Faculty minutes from FMs highlighting discussion on learning and teaching/professional enquiry</p> <p>FIPs</p> <p>Feedback from survey on Lesson Study approach/Learning Pods</p> <p>Shared Learning Experiences from CL and SMT learning walks</p> <p>FSE reports for Science and Technologies</p> <p>Evaluation of whole-school and faculty specific SE questions</p> <p>Learner Voice</p> <p>Feedback from survey on Lesson Study approach/Learning Pods</p> |
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|                                                                                                                                                                                                       | <p>+ Looking outwards and collaboration with practitioners from LA and other schools (Staff LTA&amp;A CPD – linked to St Augustine’s)</p> <p>LT&amp;A Pupil focus group</p> <p>Introduction of Class Charts<br/>Sharing of good practice newsletter</p>                                                                | <p><b>January 2027 CL:</b> setting of faculty SE question from FIP mid-term evaluation (meso)</p> <p><b>April/May 2027:</b> CL and SMT learning walks 2<sup>nd</sup> window (macro)</p> <p><b>October 2026, January 2027 and April 2027:</b> Representation of all years working with the Development Officers throughout the year.<br/>Focus: Forrester in Action</p> <p><b>August 2026:</b> Launch Class Charts</p> <p><b>Termly 26-27:</b> Align expectations in LT&amp;A with positive rewards</p> | <p>Learners supporting development of learning and teaching</p> <p>Better engagement and motivation in classes through analytics</p> <p>Improved communication home</p>                                                                                                                                                                                                                                            | <p>Minutes of focus groups</p> <p>Learner feedback on aspects of Forrester in Action</p> <p>Attendance increase in terms of whole school average for S1-S4</p> <p>Parental survey</p>          |
| Consistency of judgements on learner progress has improved across the curriculum but transition to the senior phase still requires a focus to continue supporting raising attainment and achievement. | <p><b>Skills framework</b> to be co-constructed with stakeholders to support transition into senior phase and positive destinations</p> <p><b>Assessment and moderation</b> focus as part of CAT/DAT/INSET provision for session 2026-27</p> <p>3x DATs providing protected time for moderation within departments</p> | <p><b>August/September 2026:</b> Pupil training on Learning to Learn</p> <p><b>August 2026:</b> Joint CAT w/St. Augustine’s reviewing Draft Technical Frameworks from Education Scotland</p> <p><b>January 2027:</b> DHT to carry out audit of proposed skills</p> <p><b>May 2027:</b> Finalise potential skills framework for curriculum development in 2027/28</p> <p><b>August 2026:</b> Moderation of curriculum pathways at joint CAT</p> <p><b>September 2026:</b> Moderation DAT for BGE</p>    | <p>All stakeholder groups are part of the auditing process</p> <p>Skills framework drafted and ready for professional dialogue alongside new curriculum documentation from Education Scotland for session 2027-28</p> <p>Increasing accuracy of tracking and monitoring data (longer term picture of transition to N5 and beyond) with reduction in gap between 5@4<sup>th</sup> Level in S3 and 5@5 A-C in S4</p> | <p>Audit responses</p> <p>Learner voice (CL whole school sessions)</p> <p>Finalised framework</p> <p>BGE tracking meetings with CL and SMT link</p> <p>Faculty minutes</p> <p>ACEL returns</p> |

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|  | <p>Embed <b>BGE trackers</b> and <b>rubrics</b> across all subjects</p> <p>Integrated and effective <b>learner conversations</b> to inform next steps in learning</p> | <p><b>October 2026:</b> cross-curricular moderation session on INSET 3</p> <p><b>January 2027:</b> Moderation DAT for senior phase</p> <p><b>Various points:</b> BGE and Senior Phase attainment meetings</p> <p><b>September 2026:</b> CL session on effective learner conversations</p> <p><b>October 2026 – May 2027:</b> learner conversations take place following each tracking. Learners save next steps in agreed location</p> <p><b>November 2026 and April/May 2027:</b> sampling of evidence undertaken during learning walks and FSE</p> | <p>Staff confidence in assessment judgements improved through greater progression from 4<sup>th</sup> level to A-C pass at N5</p> <p>Increased attainment in Senior Phase and ACEL</p> <p>Learners able to articulate their next steps in learning</p> | <p>Staff survey</p> <p>Learner voice</p> <p>QS and Insight attainment data</p> <p>CEC ACEL return</p> <p>Sampling of learner conversation records</p> |
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| <b>Evaluation (January, May)</b> |
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| School Improvement Priority 2026-27          |                                                                                                                                                                                  |
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| Priority                                     | Meeting learners' needs                                                                                                                                                          |
| Person(s) Responsible                        | Lisa Coffey                                                                                                                                                                      |
| Next Steps from Standards and Quality Report | Continue to review and refine approaches to transition from cluster primary schools<br>Build capacity for learners' needs to be met through inclusive pedagogy within classrooms |

| HGIOS 4 QIs                                     | NIF Priority                                                                                                                                                                             | GTCS Standard for Full Registration                                                                                                                                        |
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| 3.1.1 Wellbeing<br>3.1.3 Inclusion and Equality | Priority 1: Placing the human rights and needs of every child and young person at the centre of education<br>Priority 2: Improvement in children and young people's health and wellbeing | 1.1 Social justice<br>2.2.1 Have a depth of knowledge and understanding of education systems<br>3.1.1. Plan effectively to meet learners needs<br>3.2 The learning context |

| Key Issue/Challenge (why?)                                                                                                                     | What will solve the Issue/Challenge (what?)                                                                                                                                                                                                                                                                                                                               | Implementation Activities (how, when and who?)                                                                                                                                                                                                                                                                                                                                                                                 | Outcomes (what does success look like?)                                                                                                                                                                                                                                                                                   | Measurements (how will you know?)                                                                |
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| With an increasingly diverse school population (EAL, ASN, LGBTQIA+) it is important for all learners to feel included within the wider school. | Inclusive pedagogies embedded in learning and teaching continuing to utilise the Circle documentation and fully embedding this into our practice.<br><br>Increase the visibility of support for a range of different cultures, religions and other groups.<br><br>Wider access to a range of qualifications to learners within wellbeing and learning support provisions. | Sessions for staff delivered at INSETs<br><br><b>June 2026:</b> Faculties to identify key priorities related to inclusion challenges as part of FIP process<br><br><b>Ongoing:</b> SfL Department Links to be established and regularly included in DMs.<br>House team links to be more closely engaged in the work of the teams.<br><br><b>October/November 2026:</b> Pupil trails, including use of PVT, to review strengths | All classrooms seen to be inclusive through FSE and wider QA following guidance from Circle documentation<br><br>Inclusion visible in FIP documentation<br><br>Increased whole school awareness and understanding of FHS approaches to inclusion<br><br>More targeted support to departments where identified as required | LV surveys<br><br>SLE visits<br><br>FIPs<br><br>Learning walks<br><br>Pupil and parental surveys |

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|  | <p>Transition class scheme to be further developed to provide continued support to learners with complex ASN and anxiety as they transition into FHS and into S2.</p> <p>New structure of Cove to be embedded within overall ESP provision</p> <p>Care Experienced Charter to be launched</p> <p>Development of equalities timeline to create fresh approach within the school community to foster continuing improvements in ethos and culture</p> | <p>and areas for development via Inclusive Classroom Scale</p> <p><b>June 2026:</b> Identification of potential candidates through enhanced transition process</p> <p><b>June 2026:</b> Identification of ongoing Cove support required for 2026/27 cohort</p> <p><b>August 2026:</b> Realignment of staffing to provide best support within the Cove</p> <p>Presentation to all staff</p> <p>Continue to focus on key areas with a newly developed approach to promotion of equalities and inclusion.</p> <ul style="list-style-type: none"> <li>• LGBT</li> <li>• Racial equalities</li> <li>• Misogyny</li> </ul> <p><b>September 2026:</b> Introduction of a Culture Day to recognise the continuing widening of cultures that form the Forrester Community</p> <p><b>September 2026 &amp; May 2027:</b> Learner Voice survey Sept and May</p> | <p>Reduction in non-attendance due to anxiety in identified learners from transition process</p> <p>Increased successful integration of Sfl pupils into mainstream classes</p> <p>Better understanding of the experience of CExp pupils leading to better provision in all classrooms</p> <p>Improvement in % of positive responses in LV survey</p> <p>Strong turnout and engagement at Culture Day with learners leading the organisation of the event</p> | <p>Attendance rates in mainstream classes</p> <p>ACEL levels</p> <p>Learner Voice</p> <p>CExp attendance and attainment</p> <p>Attendance and engagement at culture day</p> <p>LV surveys</p> <p>Pupil led LV groups co-ordinated by associate SMT</p> |
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| Attendance being below 90% with 29% of learners in S1-S4 sitting below 85% (May 2026) is impacting upon the engagement levels with school and the wider attainment agenda.      | <p>DO tracking of identified learners within Q1, FME and CE cohorts in Senior Phase</p> <p>Implement consistent communications across all three house teams in line with CEC Maximising Attendance Policy.</p> <p>Ensure all staff understand their role in monitoring and improving attendance at a faculty and whole school level</p> <p>Develop/refine late-coming strategy</p> | <p><b>August 2026 &amp; termly:</b> DO to identify learners meeting criteria from attainment pots to support appropriate mentoring and interventions</p> <p><b>August 2026:</b> PSO to target pupils between 80 – 85% during session 25/26 through regular communications and early planning meetings</p> <p><b>Monthly:</b> PSO/PSL to continue to monitor, track and support pupils with &lt;90% (fortnightly) and &lt;85% (via house meetings)</p> <p><b>Weekly:</b> CLs to regularly discuss attendance concerns within the faculty and share concerns with house teams.</p> <p><b>Weekly:</b> Staff to identify earlier concerns around non-attendance to highlight in-school trends</p> <p><b>Weekly:</b> Class Charts to be used effectively to highlight period truancy</p> <p><b>September 2026:</b> SLT to develop late-coming strategy in-line with existing attendance strategy</p> | <p>Increase in attendance of identified learners</p> <p>Increased total and complimentary tariff points for Q1, FME and CE</p> <p>% S1-S4 &lt;85% attendance to sit below 27% by May 2027</p> <p>Pupils and families engage in check-ins</p> <p>Period truancy to be identified early with steps taken within faculties and house teams to address concerns with the aim to reduce this</p> | <p>Seemis attendance data</p> <p>Insight data of identified groups</p> <p>CEC attendance tracking data (monthly)</p> <p>Parental surveys</p> <p>Class Charts</p> |
| Quality assurance of wider PST has not progressed as far as QA in curricular areas. Draw in-line with curricular QA programmes. Strategic overview. Implementing and embedding. | <p>PST QA to be embedded into whole school QA calendar and PST meeting calendar.</p> <p>Review strategic approach to planning interventions for various characteristics</p>                                                                                                                                                                                                        | <p><b>June 2026:</b> QA calendar to review LPN, GIRFEC paperwork, Attendance processes and PPR/wellbeing/CP folders</p> <p><b>November 2026 and March 2027:</b> Learning community to review GIRFEC paperwork and folders</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p>Best practice identified and adopted across the LC</p> <p>Consistent approaches</p> <p>Strategically planned and impactful interventions to take place</p>                                                                                                                                                                                                                               | <p>Improvements in recording information</p> <p>Learner Voice</p>                                                                                                |

| Evaluation (January, May) |
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| School Improvement Priority 3 2026-27        |                                                                                                                                                                                                                                                                                                             |
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| Priority                                     | Raising attainment                                                                                                                                                                                                                                                                                          |
| Person(s) Responsible                        | Stephen Small                                                                                                                                                                                                                                                                                               |
| Next Steps from Standards and Quality Report | <p>Improve attainment in SQA qualifications in line with VC</p> <p>Maintain attainment in SCQF qualifications</p> <p>Reduce attainment gap between Q1 and Q5 with a focus on pupils in receipt of FME</p> <p>Improve attainment for bottom 20% through increasing % of S4 cohort achieving 5@3 or above</p> |

| HGIOS 4 QIs                                                                                                                                                                                                                 | NIF Priority                                                                                                                                                                                                                                                                                                                                  | GTCS Standard for Full Registration                                                                                                                                                                                                    |
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| <p>3.2 Raising Attainment and Achievement</p> <p>3.2.1 Attainment in literacy and numeracy</p> <p>3.2.2 Attainment over time</p> <p>3.2.3 Overall quality of learners' achievement</p> <p>3.2.4 Equity for all learners</p> | <p><b>Priority 3:</b> Closing the attainment gap between the most and least disadvantaged children and young people.</p> <p><b>Priority 4:</b> Improvement in skills and sustained, positive school-leaver destinations for all young people.</p> <p><b>Priority 5:</b> Improvement in attainment, particularly in literacy and numeracy.</p> | <p>2.1.4 Have a depth of knowledge and understanding of planning for assessment, teaching and learning</p> <p>3.1.2 Effectively utilise pedagogical approaches and resources</p> <p>3.2.1 Effectively organise and manage learning</p> |

| Key Issue/Challenge (why?) | What will solve the Issue/Challenge (what?) | Implementation Activities (how, when and who?) | Outcomes (what does success look like?) | Measurements (how will you know?) |
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| <p>Improvements in attainment at NQ and SCQF have supported learners effectively, but overall figures remain below the Virtual Comparator (VC). We can continue to improve overall attainment and reduce inequality between identified groups of learners.</p> | <p>Whole school targets are ambitious and data informed utilising prior tracking from the BGE or prior attainment.</p> <p>Robust T&amp;M across all areas of the BGE and Senior Phase of the curriculum will allow for effective identification of pupils who would benefit from mentoring or other interventions</p> <p>Continuing improvements in delivery of learning and teaching will aid learner experiences within the classroom. Almost all lessons now at point 4 on the scale or above</p> <p>Regular moderation via DAT sessions, CAT delivery, looking outward visits and departmental procedures support more effective understanding of national standards and appropriate feedback to be given to learners and adjustments made to delivery</p> <p>LIT and NUM approaches to ACEL reporting and progression rates onto N5 to be monitored to ensure learners are on the appropriate pathway</p> <p>Mentoring scheme to be developed to support identified learners (linked to Q1 and FME)</p> | <p><b>August 2026:</b> Launch protected CL collegiate time to support strategic overview of quality assurance, moderation and learner voice (led by HT and SMT)</p> <p><b>August 2026:</b> DO Equity to be established and have overview of targeted groups in senior phase from Q1 and FME</p> <p><b>August 2026 onwards:</b> DAT sessions dedicated to analysis of data to review assessment judgements</p> <p><b>August 2026 onwards:</b> Implementation of Reading Schools Action Plan</p> <p><b>September 2026 onwards:</b> CAT sessions delivered by Development Officers in-school focusing on agreed areas of development for learning and teaching</p> <p><b>May 2027:</b> Preparation for 2027/28 Comms introduction to raise L6 LIT</p> <p><b>August 2026:</b> review cohorts to identify learners who will most benefit from mentoring approaches</p> <p><b>September 2026:</b> link staff to mentoring caseload</p> | <p>SQA attainment to be in-line with VC from Sept '24 by Aug'26</p> <p>S4 5@5 – 34%<br/>S5 1@6 – 45%<br/>S5 3@6 – 27%<br/>S5 5@6 – 13%<br/>S6 1@7 – 11%</p> <p>Minimum success will be continuation of current trend of improvement in each indicator from Aug '24 and Aug '25</p> <p>SCQF attainment remaining above VC following restructuring of curriculum in previous sessions.</p> <p>S4 5@5 – 60% (VC 48%)<br/>S5 1@6 – 59% (VC 55%)<br/>S5 3@6 – 37% (VC 37%)<br/>S5 5@6 – 23% (VC 20%)<br/>S6 1@7 – 13% (VC 22%)</p> <p>Closing of the gap between % achieving L5 LIT and NUM as a stand-alone unit vs as part of a course award</p> <p>Improving alignment of ACEL levels with subsequent attainment</p> <p>Internal support from staff providing a network for targeted learners</p> <p>Clear support plans for learners</p> | <p>Attainment data from SQA</p> <p>Increase in 5@3 in S4 to 95%</p> <p>Insight data to review attainment vs SIMD and VC</p> <p>Review of historical trends with school data and primary school data to identify trends relating to specific SIMD</p> <p>Evidence of areas covered via FSEs, shared classroom experiences and learner voice sessions via final reports</p> <p>Staff feedback/survey in May 2027 on learning and teaching input</p> <p>Senior Phase T&amp;M</p> <p>Attainment meetings with CLs</p> |
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|                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>November 2026:</b> review first significant senior phase tracking and provision of interventions<br><br><b>February 2026:</b> review second tracking                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                     |         |         |    |     |     |    |     |     |                                                                                                                                                                                                                                   |
| Quality of pass at National 5 remains lower than VC which presents a barrier to attaining at Higher in S5. Supporting the development of subject specific skills across the BGE to support articulation between then and the senior phase will better prepare learners. | Continuing improvements in pedagogy<br><br>Robust programme of learning conversations undertaken to support learners identify next steps in learning<br><br>Effective moderation to support planning for current and future delivery<br><br>Introduction of CL protected time within week to support collaborative work and evaluation on aspects of practice including curriculum, moderation, gathering of evidence for self-evaluation and tracking and monitoring<br><br>Preparation for the development of new BGE curriculum adopted formally in August 2028 | <b>June 2026:</b> Development Officers for L&T to identify priority area for whole staff focus in 2026-27<br><br><b>From August 2026:</b> Faculties to identify areas for collaborative enquiry<br><br><b>August 2026 onwards:</b> Learning conversations held after each tracking period<br><br><b>September 2026 onwards:</b> Track cohort through S5 to measure impact on @6 (HT)<br><br><b>September 2026:</b> review draft subject technical frameworks<br><br><b>May 2027:</b> Faculties to share findings of collaborative enquiry | Almost all learners will demonstrate better progression onto Highers from Nat 5 result<br><br>The majority of lessons delivered across the school seen to be 5 or better<br><br>Staff feel prepared to review existing curricula in line with materials published by Education Scotland and are ready to prepare materials and assessments throughout 2027-28 | SQA data - %A, %B within subject areas<br><br>FSE visits<br><br>September Insight update<br><br>Staff sharing of professional enquiries<br><br>Feedback from collaborative CAT with St. Augustine’s in September 2026 on draft technical frameworks |         |         |    |     |     |    |     |     |                                                                                                                                                                                                                                   |
| Positive destination data has remained consistent at around 93/94% for 5 academic sessions. VC data has been constantly around 95% leading to us below slightly below the VC, although above LA average.                                                                | Review introduction of Barista, Customer Service, RBV and Financial Services to inform continued integration into senior phase offer<br><br>Roll out Creative Industries, Furniture Making qualifications and Financial Services<br><br>Increase retention rate from S4 into S5 to support learners gain a wider range                                                                                                                                                                                                                                             | <b>June 2026:</b> review session 2025-26 for newly launched SCQF courses<br><br><b>August – October 2026:</b> Build on introduction of FA in Career Ready and L6 NPA delivery of Scientific Technologies and Business Skills<br><br><b>October 2026 onwards:</b> moderation of Creative Industries and Furniture Making                                                                                                                                                                                                                   | Positive destinations in line with VC at 95% (session 2024/25 was 93%)<br><br>Increase staying on rate from S4 to above 85% (2024/25 was 81%)<br><br>Increase in numbers applying to HE and FE<br><table><tr><td></td><td>2024/25</td><td>2023/24</td></tr><tr><td>FE</td><td>17%</td><td>12%</td></tr><tr><td>HE</td><td>55%</td><td>55%</td></tr></table>   |                                                                                                                                                                                                                                                     | 2024/25 | 2023/24 | FE | 17% | 12% | HE | 55% | 55% | Moderation documentation from faculties introducing new courses<br><br>SDS and Insight<br><br>Cohort numbers from positive destination breakdown by destination on Insight (S4)<br><br>FE + HE applications<br><br>LEAPS coursing |
|                                                                                                                                                                                                                                                                         | 2024/25                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 2023/24                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                     |         |         |    |     |     |    |     |     |                                                                                                                                                                                                                                   |
| FE                                                                                                                                                                                                                                                                      | 17%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 12%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                     |         |         |    |     |     |    |     |     |                                                                                                                                                                                                                                   |
| HE                                                                                                                                                                                                                                                                      | 55%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 55%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                     |         |         |    |     |     |    |     |     |                                                                                                                                                                                                                                   |

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|  | of skills and qualifications and aid an increase in positive destinations<br><br>Continue to explore additional attainment opportunities at different points in the year via a flexible approach to short term courses | <b>Throughout the year:</b> Embed partnerships with Edinburgh College through bespoke arrangements to support wider achievement in vocational qualifications |  | Wider participation data |
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| Evaluation (January, May) |
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| Learning Community Information |                                                                           |
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| <b>Schools/Establishments</b>  | Forrester HS, Broomhouse PS, Carrick Knowe PS, Gylemuir PS, Murrayburn PS |
| <b>Head Teachers</b>           | Stephen Small, Tamar Huxford, Gail Canning, Aileen Smart, Katie Gardinier |
| <b>Link QIEO</b>               | Rosie McColl                                                              |

| Learning Community Improvement Priority 1 2026-27 |                                                                                                                            |
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| <b>Priority</b>                                   | Improving attainment in Maths/Numeracy through a consistent approach to Learning, Teaching & Assessment.                   |
| <b>Person(s) Responsible</b>                      | Ross Gibson (Development Officer); Learning Community DHTs; representatives from each school within the Learning Community |

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| <b>Next Steps from Learning Community Evaluations</b> | <ul style="list-style-type: none"> <li>Addressing gaps in learning in Tools of Writing through second level.</li> <li>Looking at the structure of retrieval practice to facilitate long term retention of concepts and facts</li> </ul> |
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| <b>HGIOS 4 QIs</b> | <b>NIF Priority</b>                                                                                                                                                     |
| 2.3<br>3.2         | Improvement in attainment in Literacy with a focus on Tools of Writing<br>Closing the attainment gap between the most and least disadvantaged children and young people |

| <b>Key Issue/Challenge (why?)</b>                                                                                                                                        | <b>What will solve the Issue/Challenge (what?)</b>                                                                                                                                                                      | <b>Implementation Activities (how, when and who?)</b>                                                                                                                                                                                                                  | <b>Outcomes (what does success look like?)</b>                                                                                                                                                                                         | <b>Measurements (how will you know?)</b>                                                                                                                                                                                       |
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| Analysis of data in attainment in Writing has revealed gaps in learning across the Learning Community                                                                    | A Learning Community Working Group with representation from all establishments, will be created to work collaboratively with Edinburgh Learns in supporting the implementation of improvements within their own schools | Class Teacher representatives from each establishment will collaboratively develop an agreed action plan and timeline.<br><br>They will liaise across the Learning Community to ensure a consistent and coherent approach to improving practice<br><i>(by Sept 26)</i> | Completion and implementation of a shared action plan and timeline<br><br>More consistent and effective teaching approaches to Tools of Writing<br><br>Increased teacher confidence and subject knowledge in delivering these concepts | Pre and post intervention assessments in Tools of Writing focus areas<br><br>Staff feedback indicating improved confidence and effectiveness<br><br>SCEs and learner work/voice showing evidence of learning and understanding |
| Moderation of Learning, Teaching & Assessment of Writing is currently inconsistent and is not effectively contributing to teacher's knowledge, understanding or practice | Focus on improving pedagogy in the teaching of tools for writing across all establishments                                                                                                                              | Led by Edinburgh Learns and supported by class teacher representatives, utilise LC CAT sessions (dates TBC) to upskill staff in the pedagogy of teaching Tools of Writing concepts and consider appropriate pace and challenge                                         | Increased coherence and consistency in the delivery of Writing across the Learning Community<br><br>Greater clarity and shared expectations around pace, challenge and progression                                                     | Through professional dialogue and sharing during Moderation sessions<br><br>Reports of increased confidence in teacher judgment of where a pupil is in their learning.                                                         |
| There is a further need to improve class teachers' knowledge and understanding of what constitutes Achievement of a                                                      | Dedicate 1 CAT session and January 2027 INSET day to moderation activities across the Learning Community. The focus will be on pedagogy, pace and                                                                       |                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                        | Greater consistency in teacher judgement of Achievement of a Level                                                                                                                                                             |

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| Level to ensure consistent and accurate professional judgements, building on work done during session 25-26 in Maths | challenge in tools of writing and developing a shared understanding of what constitutes Achievement of a Level | DO/LC DHTs/CT Reps to organise and lead moderation sessions on Tools of Writing ( <i>Oct 26/Jan 27</i> )<br><br>Outline key tools for writing required to support progression to N5 English and create framework for progression of these identified aspects | Greater consistency in learners' experiences across schools within the Learning Community |  |
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| <b>Evaluation (January, May)</b> |
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| Learning Community Improvement Priority 2 2026-27     |                                                                                                                                                                                                                                                                        |
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| <b>Priority</b>                                       | To strengthen the quality assurance processes across the Learning Community, sharing good practice and developing consistency of practice.                                                                                                                             |
| <b>Person(s) Responsible</b>                          | Learning Community HTs                                                                                                                                                                                                                                                 |
| <b>Next Steps from Learning Community Evaluations</b> | <ul style="list-style-type: none"> <li>Addressing different practices in relation to QI 3.1 paperwork.</li> <li>Analyse LC attainment data, tracking pupil progress from primary to secondary with a focus on consistency and accuracy of teacher judgement</li> </ul> |

| HGIOS 4 QIs                                                                                                                | NIF Priority                                                                                                                                                                  |
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| 1.1 Self-evaluation for self-improvement<br>2.1 Safeguarding and child protection<br>2.3 Learning, teaching and assessment | <p>Closing the attainment gap between the most and least disadvantaged children and young people</p> <p>Improvement in achievement, particularly in literacy and numeracy</p> |

| Key Issue/Challenge<br>(why?)                                                                                                                                  | What will solve the Issue/Challenge<br>(what?)                                                                                                                                                                                                                                                                                                                                                                                                                                      | Implementation Activities<br>(how, when and who?)                                                                                                                                                                                                                                                                                                                                                                                                                | Outcomes<br>(what does success look like?)                                                                                                                                                                                                                                     | Measurements<br>(how will you know?)                                                              |
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| Discussion and analysis of data received by FHS has revealed differences within record keeping approaches for QI 3.1 e.g. pastoral notes, blue and CP folders. | Sharing practice and developing a learning community wide expectation for record keeping.                                                                                                                                                                                                                                                                                                                                                                                           | FHS 3.1 DHT to work with relevant primary staff termly to moderate practice (dates TBC).                                                                                                                                                                                                                                                                                                                                                                         | Shared practice across the LC with consistent expectations for record keeping.<br><br>Increased staff confidence in using pastoral notes, completing GIRFEC paperwork etc.<br><br>All school staff involved in 3.1 paperwork have clarity on their roles and responsibilities. | Moderation of aspects of 3.1 at the start and end of the project.<br><br>Staff confidence survey. |
| Continuing to develop consistency across the LC in understanding of what a level looks like, ensuring that accurate ACEL data is shared with the high school.  | HT and DHT analysis of tracking data provided by FHS, with a particular focus on ACEL and NSA data provided by the primaries and the progress through to national exams in FHS.<br><br>SLT in each school sharing FHS tracking data with class teachers and allowing an opportunity to discuss patterns, trends and inconsistencies.<br><br>Individual primaries providing opportunities for moderation of literacy and numeracy within year groups and stages throughout the year. | 2 HT/DHT tracking meetings (dates TBC).<br><br>Meeting times to be co-ordinated following BGE tracking entry at FHS. Late Oct S1/S3, Jan S2 or Feb S1/S3 the potential options<br><br>Meeting within each school as a follow up to the 1 <sup>st</sup> HT/DHT tracking meeting (dates decided by individual schools – term 1).<br><br>Throughout the school year – dependant on each school's QA calendar.<br><br>DHTs moderating P7 ACEL and NSA data – term 4. | Consistency in teacher judgement of ACEL data embedded across the LC.<br><br>Increased confidence in teacher judgement of a level.                                                                                                                                             | Long term – analysis of tracking data.<br><br>Staff confidence survey.                            |

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| Evaluation (January, May) |
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