

Context:

Forrester High School is a comprehensive 6-year non-denominational secondary school located in the NW locality of Edinburgh served by a Learning Community including the following primary schools: Broomhouse, Carrick Knowe, Gylemuir and Murrayburn. The school role is around 850 with 21.2% of learners residing in SIMD Q1 and eligible for FME (these groups overlap but are distinct). The school's catchment area covers the South Gyle, Corstorphine (partial), Broomhouse and Sighthill areas of western Edinburgh. The number of learners with at least one recorded ASN has maintained above 50% in recent years as the proportion of learners with English as an Additional Language has increased following increases in inward migration to the UK. Staffing has been more settled in 2025-26 and planning is supporting further improvements for 2026-27. The school has an active Parent Council who have been supportive of interventions to support improving the equity of school experiences in recent years.

Vision:

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](#) and an authority SSE in December 2024, highlighting the transformation of practice already undertaken. Publication of a letter by CEC updating Education Scotland on the progress made against the recommendations from the re-visit in February 2025 is due in September 2026.

Values and Aims:

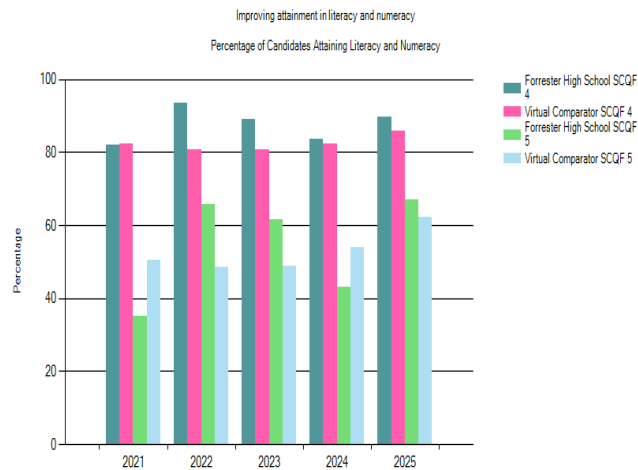
The core values at Forrester are 'Respect, Believe, Achieve'. These three values underpin our aspirational and collaborative approach to delivering a coherent and engaging curriculum to support learners as they progress. Increasing the aspiration and challenge of learners from an earlier stage is central 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.

Curriculum Rationale:

Within Forrester there has been a strong focus in the last four academic sessions in reviewing the senior phase curriculum, taking on board labour market intelligence from SDS and working in close partnership with local further education providers. Currently we have introduced a wide range of SCQF qualifications from level 4-7 within the senior phase to widen the curricular offer and pathways for all learners. Pupils in S4 undertake seven subjects to support increased attainment in S4 and to allow for greater and smoother progression onto Highers/Level 6 qualifications within S5 to improve both the breadth and depth of learning within the senior phase. Attainment in SCQF qualifications is significantly higher than the VC in S4, in-line or better than the VC in S5 and below the VC for level 7 qualifications in S6. Attainment in SQA NQs is below the VC in most indicators across the Senior Phase but the gap has been narrowed significantly. The school was recognised as the most improved secondary school in school over the time period 2016-2025 based on the percentage of leavers attaining 5 or more Highers/Level 6 qualifications.

Attainment, Achievement and Destinations

Literacy and Numeracy



This graph shows the progress learners in S4 have made in Literacy and Numeracy at Level 4 and Level 5.

Forrester HS has outperformed the virtual comparator at both levels and has shown progression from 2021 to 2025, especially at Level 5.



This graph shows the progress learners in S5 have made in Literacy and Numeracy at Level 4 and Level 5.

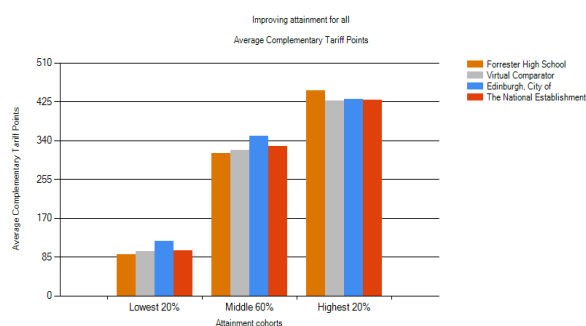
Forrester HS has consistently outperformed the virtual comparator at Level 4 in each of the last 5 years. At Level 5 performance has increased incrementally each year and is again consistently above the virtual comparator.



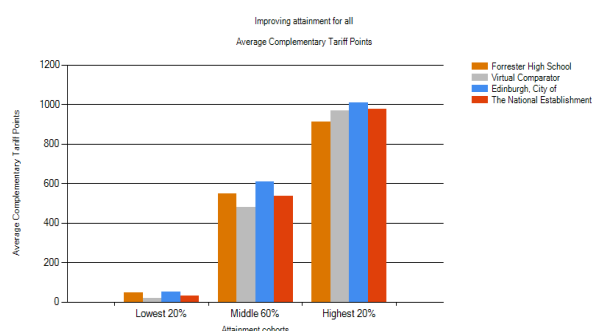
This graph shows the progress learners in S6 have made in Literacy and Numeracy at Level 4 and Level 5.

Forrester HS has consistently outperformed the virtual comparator at Level 4 and 5 across the last 3 years. In 2025 there was a dip in the proportion of learners overtaking these and this area has been a focus to improve for session 2025-26.

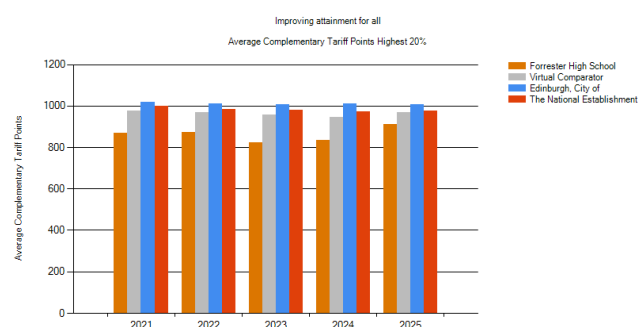
Attainment for All



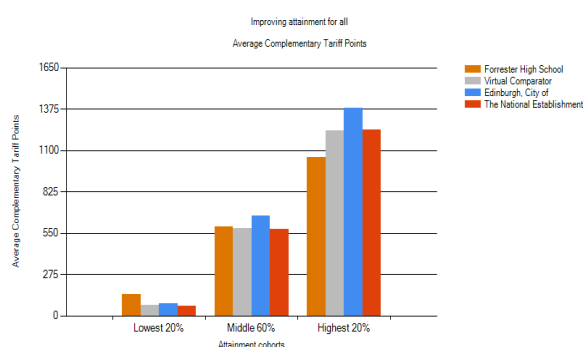
In S4 the highest 20% of learners are outperforming the virtual comparator, national and City of Edinburgh averages. The middle 60% and bottom 20% of learners are slightly below the virtual comparator.



In S5 the highest 20% of learners are performing below the virtual comparator but have shown continued improvement over the last 5 years. The middle 60% and bottom 20% of learners are above the virtual comparator.

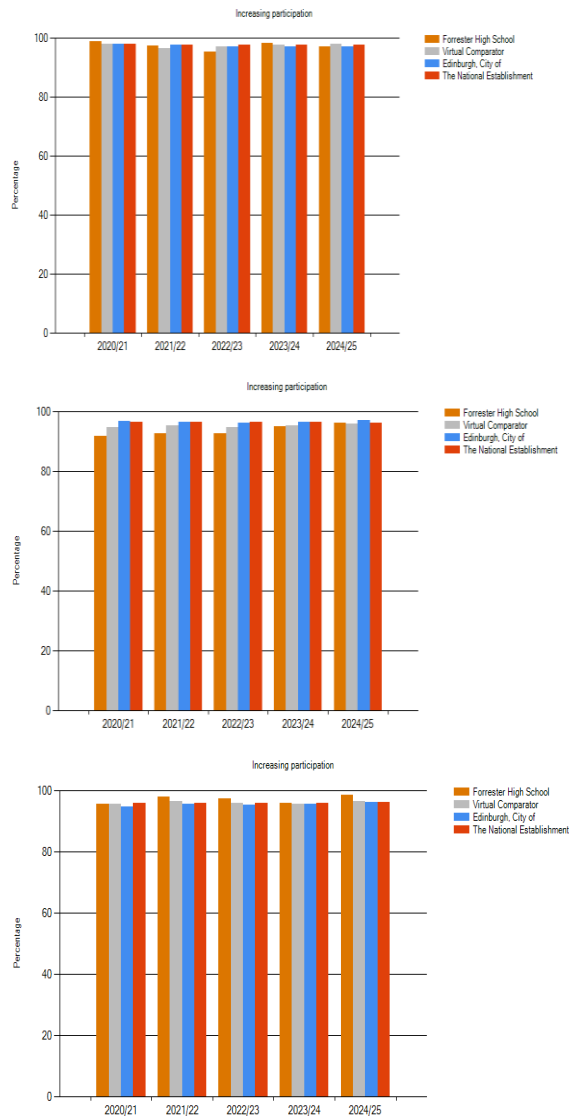


In S5 the highest 20% and middle 60% of learners have increased the quality and number of A-C passes at Higher from 2021.



In S6 the bottom 20% of learners and middle 60% of learners are achieving above the virtual comparator. The highest 20% of learners are significantly below the virtual comparators, in-line with the attainment of this cohort in prior years. This year group has been a priority in session 2025-26 to increase the proportion of learners who achieve a L7 qualification.

Positive Destinations



The measure of positive destinations is a recording of how many learners go on to one of the following destinations:

- Higher education
- Further education
- Employment
- Apprenticeships
- Volunteering

We can see that across all year groups leavers from Forrester go on to mostly positive destinations.

In S4 we are slightly below the virtual comparator but above the average for City of Edinburgh.

In S5 we are above the virtual comparator and in line with the City of Edinburgh.

In S6 we are significantly above the virtual comparator, City of Edinburgh and the national average.

Standard and Quality Report 2025-26

Forrester High School				
What have we done?	How well are you doing? What's working well for your learners?	How do you know? What evidence do you have of positive impact on learners?	What are you going to do now? What are your improvement priorities in this area?	How would you evaluate this QI using the HGIOS?4/HGIOELC? six-point scale?
QI 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)				
Developing a shared vision, values and aims relevant to the school and its community				Insert QI Grade
Development of a more aspirational culture for all learners in line with school values of 'Respect, Believe, Achieve' Newly introduced FSE process introduced as part of a rolling programme of self-evaluation and quality assurance.	Almost all staff have consistently high expectations of all learners All staff's views are sought around whole school approaches to supporting learners e.g. Forms document on changes to assessments and reporting Data driven tracking and monitoring system in place to track progress from P7 to S6 allowing for more targeted coursing into the senior phase	SQA A-C 5@5 increased from 20% in 2023/24 to 37% in 2024/25 S5 SQA A-C also increased for 5@6 (3% increase), 3@6 (8% increase) and 1@6 (8% increase) S5 SCQF 5@6 increased to 39% (from 7% two years previously) and is significantly above VC Staying on rate increased to 85% for S5 Increased coherence of levels in BGE tracking under new tracking system verified through moderation activities and increasing proportion of learners secure at 5@4th Level by end of S3 Learner feedback from focus	Involve staff more rigorously in self-evaluation Support middle-leaders to undertake quality assurance and self-evaluation more robustly to inform improvement planning Incorporate more robust learner voice into whole-school SE processes	Good

		groups FSE reports for Social Subjects and Art + PE faculties		
Strategic planning for continuous improvement				
Consolidation of 7 subjects in S4 to provide greater breadth of attainment	Refinements to coursing process to aid transition Review of S3 curricular offer to support pathways into S4 option	Final tracking in 2025/26 indicative of an increase in SQA attainment in 5@5 (potential of 38% building on 37% in 2024/25) Larger projected number of pupils starting 5 or more L5 A-C NQs at start of S4	Review BGE curriculum in line with CIC documentation from January 2027 Improve quality of passes at N5 to improve retention into H and increase 1+, 3+ and 5+ @L6 A-C	
Consolidated wider achievement offer through embedded SCQF courses at L5 and L6	Range of additional qualifications on offer. 691 individual awards in 2024/25, highest figure in CEC, 379 ahead of next best school	Strong performance against VC in 2024/25 at L5 and L6 S4 5@5 – 55% (VC 55%) S5 1@6 – 78% (VC 59%) S5 3@6 – 54% (VC 41%) S5 5@6 – 39% (VC 23%)	Examine options to develop SCQF @L7 offer Earlier identification of attainment pots to support identification of potential interventions	
Refine use of CEC tracking system to inform moderation of learning and review of outcomes for learners	Integrated use of tracking for coursing leading to an increase in potential pots of learners undertaking NQs and SCQFs All staff have engaged in moderation at CAT/DAT sessions	Feedback from CAT/DAT sessions Coursing sheet collating information	Review ACEL achievement of a level data for all curricular organisers (BGE att meetings) Use BGE T&M to inform projections of cohort performance in S4	
Considered planning and integration of moderation and QA cycles to support self-evaluation of processes	LC input on Numeracy to support moderation of a level. Joint CAT with St. Augustine's allowing professional collaboration	Middle leader sessions supporting integrated QA and SE	Plan moderation sessions across LC for Literacy for session 2026/27 Utilise joint CAT to examine curriculum design in 2026/27 in	

			light of CIC	
Implementing improvement and change				
Learning and teaching Development Officers appointed to support improvements in pedagogy Collaborative working groups of staff built upon a shared vision resulting from self-evaluation processes	All staff are clear on the school's strengths and areas for development based on a range of evidence. This is used to create a clear rationale for future improvements All staff are involved in the process of change through CAT sessions examining pedagogy and moderation All middle leaders have an understanding of school strengths and next steps supporting wider self-evaluation of whole school approaches Learning and Teaching inputs at CAT and INSET sessions attended by almost all staff Networks established through joint CAT and practitioners	Staff feedback on CAT sessions Staff attendance at, and feedback of, CAT sessions FSE reports from 2025-26 Target setting in terms of attainment Shared understanding of L&T framework All staff engaged in SIP review (INSET minutes) Staff surveys on learning and teaching (92% felt they were a better practitioner) The majority of young people feel more challenged (pupil survey)	School leaders to support opportunities for creativity through facilitating practitioner enquiry on a faculty basis to augment school wide approaches to developing learning and teaching Incorporation of looking outwards approaches to support staff in further developing pedagogy Continue to engage in collaborative working outwith immediate school: • Learning Community primary schools (moderation, transition) • Aligned CAT with St. Augustine's • Good practice visits with high schools across CEC Pupil learning and teaching evaluating Forrester in Action and widening learner voice and leadership Review BGE curriculum as CIC publishes documentation such as Technical Frameworks in January 2027	
QI 2.3 Learning, teaching and assessment (Learning and engagement; Quality of teaching; Effective use of assessment; Planning, tracking and monitoring)				
Learning and engagement				Insert QI Grade
Delivery of sessions by DOs to all staff via INSET	Greater engagement by learners across lessons	Staff and SLT feedback comparing engagement at	Target increased learner role in leading learning	

and CAT sessions to support increased engagement of learners through improvements in the learning experience focusing on creativity and challenge	Almost all (92%) of parents feel the school encourages and stretches their child in their learning Tracking and monitoring policy launched October 2025 Majority of learning experiences graded as good or better	different points of lessons. This increased as SLEs took place. FSE visits November 2025 in Social Subjects and PE/Art provided clear alignment with Forrester in Action	Increase proportion of very good lessons to over 50%	Good
Learners have created a menu based on Forrester In Action of the ingredients of an effective lesson. This will form the basis for QA by learners as part of the QA cycle in 2026-27	Learner engagement in the group has been positive and pupils are keen to have greater responsibility in this area	Feedback from involved learners and staff	Increase learner role as part of the QA cycle in FSE visits, increase learner voice on a whole-school level Learner feedback on planning, implementing and evaluating the development of digital skills	
Quality of teaching				
We introduced our Faculty Self-Evaluation visits this session to provide more comprehensive judgements on learning and teaching The 'Forrester in Action' learning and teaching policy continues to provide teachers with a clear framework for lessons. This is supporting improvements in most teachers' use of consistent classroom routines and structures	All staff involved felt the process was positive and supported professional dialogue. All lessons graded at point 4 or higher from HGIOS 4 Template is visible in all classrooms and has supported consistency in routines as evidenced by recent FSE visits Focus on challenge and creativity to further increase the quality of learning and teaching (removing element of formulaic approaches)	First FSE visits of this programme were in Social Subjects, Art and PE in Oct/Nov 2025 Forrester In Action is embedded across almost all learning experiences (validated during FSE visits in November 2025) Probationer feedback on NQT experience (minutes from session)	FSE visits to Science and Technologies planned for 2026-27 as part of four-year rolling programme Increase proportion of very good lessons to above 50% Identify clear areas for focus of learning and teaching programme for session 2026-27. Involve retained probationer teachers in NQT programme for 2026-27	

Our learners experience a variety of teaching and learning strategies, including use of digital technology. Digital technology helps scaffold learning. Learning and teaching development officers leading pedagogical sessions Curriculum Leaders have supported ongoing development of L&T within departments through practitioner enquiry	Use of learning partners has continued to support almost all staff in experiencing a variety of strategies in action INSET and CAT sessions provide opportunities for professional dialogue Almost all parents (97%) say their child's learning is progressing well Almost all (92%) of staff feel they are more effective as practitioners, specifically around more varied approaches to pedagogy FM focus on practitioner enquiry providing a space for staff to discuss pedagogy	86% approval rating from parents in survey (March '26) Lesson observations Minutes of DMs Staff surveys CL shared learning experiences	Continue to address specific areas of practice through learning partners (where staff are partnered with a peer for self-evaluation visits), in-school sessions on CAT/INSET, support looking outwards visits to consider other practice, widen FSE/QA, practitioner enquiry within departments DO posts continuing for session 2026-27 Practitioner enquiry to continue within faculties Provide a forum for learning from practitioner enquiries to be shared whole school to further develop the culture of collaboration	
Effective use of assessment				
A majority of teachers use a range of assessment strategies appropriately to check learners' understanding throughout the lesson.	Use of rubrics to support learner understanding of assessment judgements and raise aspirations Improving alignment between ACEL and senior phase attainment in LIT + NUM Use of low stakes assessments and formative approaches Introduction of SOLAR for	DM minutes BGE tracker CAT w/. St. Augustine's rated 7.7/10 on average from respondents Assessment tracker plans for departments Rubrics	Include learner voice in gathering data on assessment and feedback approaches Provide a more cohesive plan for collaborative CAT for 2026/27 (potential focus on CIC)	

Faculties use our Forrester Moderation policy to Quality Assure learners' work. Learner conversations are increasing in frequency and supporting learners make greater progress towards achieving a level. Pupil data is shared with staff on a regular basis so staff can plan accordingly. This includes SNSA, SIMD, LAC, YC, EAL, At Risk and Q1 and Q5. At risk young people are identified and interventions planned as early as P7 through the transition teacher. Pathways are discussed with PSLs and SDS.	senior phase qualifications Almost all staff show increased understanding of moderation and national standards in-line with new CEC tracking system Moderation of DATs has increased confidence in judgements and supported course choice Majority of pupils able to share key next steps Staff clear on where learners are in their learning and confident in judgements Available in CEC tracking and shared via support documentation House meetings to discuss interventions from transition onwards Partnership working to support at risk learners SDO identifying appropriate learners for attainment HUB input	Staff feedback on tracking system and school calendar 3 DAT sessions specifically given over to moderation Tracking and monitoring policy launched October 2025 1:1 CL attainment meetings Learner logs of conversations SLEs BGE: Explaining Levels video shared with parents Feb-26 Shared tracking sheets with attainment pots CL 1:1 attainment meetings with link SMT House minutes Attainment HUB tracking Inc total tariff points for bottom 20% and middle 60% from 2023 to 2024 Bottom 20% 131 (107 in 2023) Middle 60% 597 (570 in 2023) Top 20% 1533 (1553 in 2023)	Refine moderation cycle within DAT and CAT sessions CL BGE and SP attainment meetings Build capacity for learning conversations to form part of study timings CLs leading review of study programme in school Creation of overview sheets for each cohort identifying aspirational progression and pupil data Continue to analyse on a LC level to share progress with LC primary schools SDO to work with identified at risk learners Review reshaped ASL service across LC Review SfL provision to widen supports to at risk learners and improve transition	
Planning, tracking and monitoring				
Clear aspirational pots	Clear sharing of information on	Feedback from CLs at ELT	Earlier interventions when	

created for attainment for each year group and shared with whole staff	learners with staff (including SIMD, FME, CE) to support more robust tracking of progress and attainment	meetings	learners are off-track in first tracking	
Regular check-ins with CLs regarding SP pots to monitor progress	Termly 1:1 meetings for BGE and SP following tracking Wider achievement tracking incorporated into all CL check-ins and ELT meetings	Minutes from 1:1 meetings August 2025 attainment data showing improvement across all SQA A-C categories at L5 and L6 % on track 5@5. 3@6, 1@6 and 1@7 higher in Feb 2026 than Feb 2025	Review calendar for link between tracking, meetings and recommendations Earlier interventions from session 2025-26 Regular whole school discussion through ELT sessions	
Regular tracking inputs for all learners and subsequent analysis	Most CAT/DAT sessions to focus on moderation and tracking supporting staff confidence	Staff feedback on CAT sessions	Maintain S1/S3 joined tracking (100% of staff in favour in March survey)	
Increasing confidence of CLs to lead analysis of tracking data to drive improvements in attainment and learning and teaching	Positive projections (Feb 2026) for SQA attainment in August 2026 Increased presentation for N5 EN as % of base S4 cohort Increase in A-C attainment in the majority of subjects at N5 and H Work with Maths and English CLs examining ACEL trends alongside SQA accreditation to moderate and review pathways	Professional dialogue at ELT meetings Four Maths LC sessions on primary moderation Diagnostic use of NSA S3 ACEL data more consistent with projected trends this session	Develop collaborative period monthly to support curricular CLs Continue to increase presentation at N5 to >65% by May 2027 Ongoing work identifying trends Review experience of LIT and NUM as RoA	
Moderation of tracking judgements inc. consistent use of 4.1 and 5.1 as	Greater consistency across all subject areas in terms of tracking	0% of learners regressing in BGE	ACEL draw of attainment in all curricular organisers	

indicators of achieving a level	All staff having greater understanding of what different levels are within the BGE	Removal of learners going backwards through moderation and QA of tracking	S3 overtaking of 5@4 th Level used to inform projected targets for S4 attainment Departments to map out targets for cohorts and use analysis to review learning and teaching	
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QI 3.1 Ensuring wellbeing, equality and inclusion (Wellbeing; Fulfilment of statutory duties; Inclusion and equality)

Wellbeing				Insert QI Grade
Wellbeing HUB provides support for young people with a range of ACEs to develop interpersonal skills and access 1:1/small group interventions	Ongoing CLPL work undertaken by staff to continuously upskill themselves to provide the best support possible for the needs of the learners Green Team partnership is an example of working with partners to support development of skills and confidences	Record of attendance at sessions Feedback from partners around the develop seen in learners accessing course L5 FOLA	SAMH Peer Champs programme to be introduced following CEC pilot this year Review use of Wellbeing HUB t points of transition	Good
Expansion of counselling provision through taking on student and volunteer counsellors	Increasing number of learners accessing counselling services Partnership with SAMH Triaging and signposting to other resources while waiting	Feedback from YP, counsellors and carers	Look to maintain current provision and review in 12 months	
Interventions to support attendance	Majority of class teachers beginning to identify patterns in period truancy PSO roles in school to support attendance and links with families. Attendance officer from LC	Attendance figures from CEC Impact report from CE (LC post holder)	Look to reduce % of S1-S4 learners with <85% attendance to less than 25% of learners by May 2027 (sitting at 28.4% in May 2026)	
	House team focus on	House minutes and PSO	Reset strategic role of PSO on	

	attendance	spreadsheets	attendance from August. Have initial target group of 80-85% in August	
	Attainment HUB to support engagement for identified learners	SDO tracking on at risk learners	Implement DO role to focus more fully on Attainment HUB	
	Outreach groups and 1:1 support from ASL allocated staff	Minutes from LC HT support sessions and SDO tracking	Review provision of ASL allocated staff	
	Engagement with new JET programme	Positive destinations on Insight		
Fulfilment of statutory duties				
CE week raising awareness and use of CE fund	Staff lead activities through CE week	CE young people feel included within the school community	Widen impact of charter and review linked to staff CLPL via INSET	
	Two outdoor learning opportunities from My Adventure and Youth Vision	Changes in terminology e.g. Pupil Progress Evenings to reduce 'othering'		
	Use of CE funding for other supports dependent on the YP	Supports and pathways available to support CE young people as they transition	Continue mentoring via DO	
	Piloted CE lunch group			
Record keeping of PPRs and CP files kept up to date	Relevant staff understand procedures and are abreast of their caseloads	File records	Continue to consistently record the views of YP and their families through YPPMs	
	Reviewed recommendations from HMle visit (Feb 2025)	House and PST minutes		
	Implementation of new paperwork			
Medication stored securely and appropriate records kept	Review of process led to reduction of staff involved to streamline and provide greater	Records of parental engagement	Ensure all parental permissions are up to date annually	

	consistency			
Inclusion and equality				
Fully integrated enhanced support provision including Wellbeing HUB, Cove and SfL	Refined referral process involving pupil voice tool and observations Recognition of wider achievement through partnership with agencies such as Green Team Introduction of ESOL and SfL HUB to support learners with their attainment across the school Staff now trained to run Tailor-Ed for ASD pupil Liaison with allocated ASL staff, especially ESP	Learner voice utilised to gauge impact on learners Staff involved in PST meetings to feedback on progress/issues and themes L5 FOLA 1:1 and small groups w/minutes from LC lead	Consider next pathways for learners from the transition class. Identify supports for these learners as they move through the BGE Review senior phase curriculum for identified learners	
Promoting of equalities for all groups	LGBT work (silver award) Monthly board up and running Equalities meetings in place		Identify calendar for religious observance Scale up equalities work to incorporate whole school All teaching staff to undertake TIE Delivering LGBT Inclusive Education module by Dec 2026	
Inclusion in class	Circle documentation for staff			
Introduction of transition class	Enhanced transition	YPPM minutes		
	Liaison with LC primary schools	LC minutes		
Refinements to transition processes supporting more effective transition for	Open afternoon held within FHS to support parents through	Behaviour summary – smaller cohort with large numbers of	Review ESB to create a transition class (following looking outwards visit to Levenmouth Academy)	

identified learners	transition process	referrals		
QI 3.2 Raising attainment and achievement (Attainment in literacy and numeracy; Attainment over time; Overall quality of learners' achievement; Equity for all learners)				
Attainment in literacy and numeracy				Insert QI Grade
Additional time for LIT and NUM supporting ongoing improvements NUM focus for LC – moving to LIT focus for 2026/27	Attainment in literacy and numeracy in S4 continues to out-perform the VC as a combined measure at Level 4 and 5 Greater clarity on achievement of a level within ACEL for LIT helping to solidify the consistency of judgements	L4 93% (VC 86%) (2% increase from 2023-24) L5 69% (VC 62%) (2% increase from 2023-24) 48% of S4 overtake N5 EN A-C while 97% achieve L5 LIT (53% presentation rate in 2024/25) ACEL data for LIT shows an increase to 76% achieving 4 th level	Consolidate improving trends in L5 LIT and NUM Continue to monitor consistency of ACEL LIT data Increase % of S4 learners who overtake L5 LIT and NUM as part of a course award Increase presentation rate from S4 base cohort for N5 English in line with ACEL data Increase L6 LIT (33%) and NUM (10%) for S5 in line with VC (43% & 23%)	Satisfactory 2-year positive trend – will look to a grading of good with a 3 rd consecutive year of increasing attainment and improvement against VC
Staged roll-out of Applications of Maths supporting improvements in learners achieving a N5 Maths award	Nat 5 Apps embedded within earlier pathways Introduction of Higher Apps supporting learners overtake a L6 in NUM Numeracy events for LC to assist moderation of assessments and delivery	Improvement in %A-C at N5 Maths and Apps (35% of S4 cohort attaining a course award at N5 A-C, an increase of 7% from 2024-25) ACEL 4 th level showing 9% increase from 2024/25 to 81% L5 NUM now at 81% up from three years fluctuating around 65%	LIT focus for LC Maintain monitoring of recording of L5 NUM on Seemis Introduction of N5 Financial Services Earlier identification of learners working on Apps pathway to support attainment	
Attainment over time				
SCQF attainment continues to demonstrate a positive	55% 5@5 SCQF in 2023-24 in-line with the VC (55%)	Insight data	Review pathways into the senior phase to support learners in	

trend above the VC SQA attainment is consistently below the VC although on a positive trajectory in S4 and S5 S5 SQA attainment has increased in each category of @6 attainment S4 attainment has increased for SQA A-C @5	Wide range of pathways available to support learners to access L5 and L6 qualifications in S4 and beyond Proportion of learners overtaking 1+, 3+ and 5+ SCQF qualifications @L6 are all significantly above the VC in 2024-25 Learners achieving 1+ @L7 SCQF and SQA is significantly below the VC Clear identification of targeted learners Developing and improving quality of learning and teaching More robust tracking and moderation within BGE to support progression Increase in no. of qualifications to 7 in S4 to support breadth and depth and provide greater progression onto Highers in S5	SQA results SCQF 5@6 – 39% (VC 23%) 3@6 – 54% (VC 41%) 1@6 – 78% (VC 59%) S4 5@5 increased to 37% (up from 20%) S5 and S6 attainment is similarly below the VC: S4 5@5 – 37% (VC 42%) S5 1@6 – 42% (VC 49%) S5 3@6 – 20% (VC 29%) S5 5@6 – 9% (VC 14%) S6 1@7 – 5% (VC 16%) S5 SQA attainment has increased in every indicator. S6 attainment has decreased following poorer S5 performance the previous year.	accessing a range of opportunities Progression onto L6 broadened for current S4 cohort Introduction of Furniture Making, Creative Industries and Financial Servies at L5 Continue to work with consortia offer to support learners access L7 qualifications Tracking of cohorts equivalent to, or greater than, the VC from start of S1 to support pathways to senior phase Continue to refine moderation and tracking procedures Integration of study skills and mentoring into study programme for 2025-26 Increase S6 attainment in terms of annual TTP (aim for 1251) and CTP (1231) for top 20% as well as 1@7 and 5@6/3@6 Improve TTP for lowest 20% of S4 from 92 (aim for 130) For middle 60% of Q1 in S4 aim to improve TTP from 260 to 310	
Overall quality of learners' achievement				

Proportion of A-C passes below the LA and National averages (primarily A passes)	Some progress visible in individual subjects around proportion of A and B passes linking to improvements in learning and teaching	Insight data SQA results	L&T Development Officers to lead sessions on INSET and CAT Maintain number of staff utilised as SQA markers to increase understanding of national standards	
Proportion of D passes higher than the LA and National averages	Aspirational coursing to continue BGE developments providing greater foundations	H EN (S5) 2% more D passes than national, 4% than CEC H BI (S5) 11% more than CEC, 9% than national	Review move of assessment block and associated timings	
Continuing tracking of wider achievement to maintain SCQF attainment	Wide range of courses available in all faculties	691 individual SCQF awards in 2024/25 (highest in CEC)	Introduce Financial Services, Creative Industries & Furniture Making	
% of pupils in a sustained positive destination remains high at 93.4%	Increasing numbers moving onto HE and FE (10% rise) LEAPs programme seeing increase in numbers BGE engagement with HE visits, LEAPS programme and career fayre/employer visits	Applications to HE, FE and supportive courses such as JET+ Number of learners accessing additional school clubs and developing cross-cutting skills	Aim for an increase to over 95% to exceed VC Improve staying on rate for S4 into S5 to over 85% Widen opportunities to access clubs and post-school destination access	
Equity for all learners				
Lowest 20% below the VC in terms of tariff points	SDO identifying at risk learners in consultation with house team for placement within attainment HUB	Tariff point on Insight (131 vs 83 for VC)	Monitor attendance from earlier stage Involve S3 in attainment HUB as early prevention Increase % 5@3 in S4 to >90%	
S4 leavers in top 20% and middle 60% also outperform the VC	Increasing range of SfW courses within option choice Mentoring for learners in attainment pots from Q1 and FME	Tariff data in Insight Deciles 4 and 6 much lower	Improve tariff points for S5 and S6 through increasing numbers overtaking L6 and L7 qualifications (both SQA and SCQF)	

S5 Decile 1 attainment was significantly above the national average for TTP/CTP	For S4 leavers in 2023-24 the difference was 24 tariff points between SIMD 1 and SIMD 10	than VC	Tracking and Monitoring Policy launch to support improving of quality of passes to improve depth	
Increasing attainment for all deciles in Insight	Leavers' data is below the National Establishment in a number of SIMD deciles			
QI 2.1 Safeguarding and Child Protection (Arrangements for safeguarding, including child protection; Arrangements to ensure wellbeing; National guidance and legislation)				
Arrangements for safeguarding, including child protection				Insert QI Grade Good
Restructured house team with DHT, PSL and PSO providing a clear structure of support for learners	Robust arrangements in place for all staff and visitors to know their responsibilities	Wellbeing concern forms	Communicate structure and roles to all teachers	
All staff aware of their responsibilities around CP			CP refresh August 2025	
Arrangements to ensure wellbeing				
Integrated Support Team (IST) meeting weekly to evaluate support for wellbeing	All senior leaders responsible for CP provide good support and direction for staff	IST minutes	Ensure parental permissions for medications are reviewed annually	
Increase in provision for counselling for pupils	Long term absence of pupils is supported through a range of supports and strategies	YPPM notes	Seek increased learner voice in planning for wellbeing	
Staff wellbeing events built into school calendar	Almost all staff participate in wellbeing events	Staff feedback		
National guidance and legislation				
YPPM process to support learners most in need	All YPPM take in account views of parents and pupils	YPPM Minutes	Review arrangements for providing work for learners not in school	
CP procedures up to date with current legislation	CP procedures reviewed regularly	SMT Minutes	Continue to review organisation of folders	
QI 2.2 Curriculum: Theme 3 Learning pathways				

Analysis of pathways introduced in session 2023-24	School leaders plan and provide clear direction for long-term development of the curriculum	SMT minutes Increase in SCQF and SQA attainment vs VC on Insight	Introduction of L6 FA in Business Skills, Level 7 Refereeing and Barista in 2025-26	<i>Insert QI Grade</i> <i>Good</i>
Introduce 33 period week and 7 options in S4	All stakeholders contribute to ongoing review of curriculum	Records of consultation	Consult stakeholders on allocation of periods in S5/S6 around a potential move to 5 subjects from 6	
Use of the curriculum rationale to create a skills framework	Clear focus on developing skills across the curriculum		Consider how to support development of SfLLW in BGE at a whole school level	
Mapping of BGE courses to senior phase	All departments active in reviewing their current provision with specific focus on assessment and moderation in the BGE	DM minutes CAT session feedback on moderation	Introduce more robust analysis of BGE T&M to support greater pace and challenge in S1 > S3 and lead to a high quality of pass in the senior phase	
Create opportunities for outdoor learning and sustainability	ODL is a regular and progressive part of the curriculum	Green Team Sustainability post	Widen participation in ODL and sustainability for pupils and staff	
QI 2.7 Partnerships: Theme 3 Impact on learners (parental engagement only)				
Supporting parents in signing up for new reporting system on online portal	Majority of parents have signed up for new tracking system	Contact records notifications from sent messages	Continue to support parents in accessing reports	<i>Insert QI Grade</i> <i>Satisfactory</i>
Encouraging parental engagement in pupil progress evenings	Majority of parents attend in-person pupil progress evenings Almost all targeted attainment learners attended DHT sessions with parents	Attendance registers with calculated percentages Feedback from DHT team	SDO to support parents in with barriers (e.g. childcare, negative perceptions of education) Maintain targeted sessions for 2025/26	
Attendance link via PSO to support reduction in learners sitting below 85% attendance	Majority of initial caseload communicating effectively with PSO post holders	Pastoral notes Attendance rates for identified group	Review target pupils to work towards target of <20% of S1-S4 having attendance less than 85%	

