

## **Context of the school**

Ross High School is a co-educational, non-denominational school situated in Tranent, East Lothian approximately 12 miles from the centre of Edinburgh. The school roll is currently 1060 pupils although this is due to increase significantly over the next few years. The school has good facilities for students and is continually looking for ways to broaden the learning environment out with the school, working together with partners within the community. An extension to the school is planned to begin in June 2019 to increase the school's capacity to 1550.

Ross High School has been designated as the ELC provision for pupils of secondary age who have Complex Support Needs.

Ross High school has significant strengths however its motto 'Ad Meliora – Towards Better' states clearly the willingness to improve. The school has clear Aims and Values including the Mission Statement 'Excellence for Everyone'. Inclusion in all aspects of learning is at the heart of them all. The school strives to offer the highest quality of learning and teaching, support and preparation for the next phase in their lives. The school also has a Code of Conduct as well as a Code of Learning. The school ethos is built on these three key documents. An Expected Standards document will be introduced in all classes to ensure a consistently high level quality of learning and teaching across the school.

## **How good is our leadership and approach to improvement?**

### 1.3 Leadership of change

The head teacher and the senior leadership team are fully committed to developing an ethos of professional engagement and collegiate working to drive forward school improvements. This leadership has helped the school and wider community to develop, promote and sustain an aspirational vision which underpins the school's continuous improvement. There is a clear climate of trust and support within the school.

All staff are particularly proud that the school is regularly praised for the strong relationships between all stakeholders

Teachers make a valuable contribution to the school improvement process by leading and supporting a range of collegiate groups to take forward areas identified in the school improvement plan. They value the leadership opportunities their participation in these groups provides them and demonstrate an on-going commitment to collaborating with colleagues to secure improvements for learners. They recognise their individual roles and their shared responsibilities for school improvement.

The impact of improvement priorities on learners is evaluated through whole school self-evaluation activities such as pupil focus groups, staff and parental feedback, classroom observations and learning rounds. The collegiate groups have also developed approaches to evaluate the impact of their individual developments. The introduction of a PT School Improvement through Self-Evaluation (PT Improvement) will allow for a more rigorous approach to self-evaluation procedures with impact clearly evidenced. Collegiate groups will be clearly linked to QIs (HGIOS4) in session 18/19 with each group having a clearly identified rationale linked to the School Improvement Plan.

A recent review of the school found an inconsistency in the quality of learning and teaching across the school. An Expected Standards Document has now been developed through consultation and will be introduced across the school. Plans are in place to introduce Validated Self-Evaluation Reviews of faculties in session 18/19 to monitor the impact of this document and help ensure improved consistency of high level quality of learning and teaching. More rigorous self-evaluation activities, including standards and quality reports, will be introduced across all faculties.

The school has a focus on developing leadership at all levels. In addition to their involvement in leading school improvement priorities, there are many opportunities for teachers to develop their leadership skills through the CLPL calendar, engagement with the first and next steps to leadership programmes, the leading from the middle course and masters level learning. Teachers engage in these opportunities and speak of feeling empowered. They recognise the value of these opportunities for all levels of the profession.

The recent review highlighted the need to better link the internal CLPL calendar to the School Improvement priorities. All activities are now clearly linked to the SIP, with a particular focus on improving consistency and quality of learning and teaching across the school. This training is being driven forward by the Extended Leadership Team. These CLPL opportunities are also made available to primary colleagues within the cluster. It is hoped the development of a shared mission statement across the cluster with a shared 'promise' to our communities will enhance these partnerships.

A priority for the school last session was to provide further leadership opportunities for learners through involvement in self-evaluation and school improvement. The Junior Learning and Teaching Leadership team is leading feedback on the personal learning plans in order to make them more accessible for learners and to ensure greater consistency across departments. Members of this group say their views are listened to and they have opportunities to influence decisions and improvements in the school. An example of this is the development of a mental health week initiated by a member of the group. Plans are being considered which will continue to enhance this role by involving them in learning rounds and the VSER programme with a focus on improvements to learning and teaching. Work is required to widen this 'voice' to include all pupils.

The pupil senior leaders' team are office bearers and recognise the skills these leadership roles are helping them to develop for life beyond school. They demonstrate a strong sense of identity and pride in the school.

The school has successfully achieved its aim to 'Respect our community'. This has led to the school being valued by the community. Parents play a growing role in supporting the school as partners and ensure their young people enter the school ready to learn. The school is committed to work to improve Parental Engagement in their child's learning. East Lothian's Parental Engagement Strategy is a key document in directing this work. The recent Parental Engagement Conference was well received. Plans are in place to ensure improved attendance at the next event.

Ross High has effective systems to gather the views of staff, parents and learners about the quality of its work. Further work is required to gather views from the external partners the school works with. Plans are in place for this next session, being led by the newly appointed PT Improvement.

As well as using the SEE and Employment Engagement Surveys the school annually survey all pupils, parents and staff. The results in 2018 were, on the whole, positive although this did inform areas that required some improvement. Areas highlighted for improvement have been addressed with the School Improvement Plan. The impact of these priorities will be rigorously monitored throughout the session. Plans are in place for an 'away day' in January to allow space to review the plan. This will involve the SLT, volunteer members of staff and parent representatives.

The school are committed to looking outwith to inform improvements. This session all staff will attend the Preston Lodge Learning Festival as part of the school's collegiate calendar. There are many examples of sharing good practice both within the school and with others. The Junior Leadership Team will present at this year's National Learning Festival.

The school has a policy regarding classroom observation to ensure a better consistency across the school. All observations are followed up with quality dialogue that is recorded and used as the basis for the next round of observation. All areas of focus will be selected from the list of priority areas outlined in the SIP. This approach should ensure classroom observation are useful and used to enhance learning and teaching. Some work has also started using Video Enhanced Reflective Practice (VERP) to promote improvements in L+T.

Learning rounds are also taking place within the school. Plans are in place to involve learners in this process.

An audit on how well the curriculum meets the requirements of DYW was held during the Feb Inset day, 2016, with the assistance of Education Scotland, using HGIOS 4 as a guide. The results showed that skills progression was not being made explicit enough to children in class. This led to 2016 being introduced as the Year of Career. The results from this were significant and saw the setup of the STEM group as well as further links with Edinburgh College including the introduction of a STEM-based transition day for all P7 pupils within the cluster. The school is committed to the entitlements laid out in the Career Standard documentation and continues to be part of all improvement plans across the school. This session there have been 36 meaningful engagements with external partners, most notably the school's strengthening link with local employer, Charles River. A significant number of

pupils access courses through Edinburgh College. This has allowed for wider curriculum offers, as has the introduction of Foundation Apprenticeships, of which two are being hosted within Ross HS. Evaluation of attainment of some of these areas has raised some concerns. These are now being communicated with Edinburgh College via ELC with improved arrangements being introduced re attendance and tracking.

Pupil Voice allows for feedback on a regular basis. All age groups are represented. The addition of democratically elected Year Group Representatives has helped ensure this group has the appropriate gravitas. The Council was launched in June 16 with a Pupil Voice Conference. The introduction of '5-a-week' sessions, both BGE and Senior Phase, have allowed further analysis of questionnaire feedback from the pupils. This feedback is shared with all departments. The 5-a-week sessions will continue this session with a particular focus on the quality of learning and teaching across the school.

The introduction of CfE assessment frameworks in East Lothian Council, along with moderation activity, has been instrumental in increasing staff confidence in assessment. Use of these frameworks is still inconsistent across all curricular areas although the school is committed to their use.

The school has effective systems and processes to identify and target those young people who benefit from PEF funding. The school's BGE tracking and monitoring system is proving to be useful in identifying young people who require additional resources and interventions to meet their learning needs.

The school uses a wide range of resources to effectively identify young people who require support. A wide range of interventions and supports are used effectively to support young people.

A range of positive interventions are in place in numeracy, literacy and health and wellbeing. In numeracy, additional staff time is targeted at young people who require additional support and includes those who could move from Nat 4 to Nat 5. Specific interventions such as Maths Facts in a Flash are having a positive impact on specific young people. These positive benefits are now being evidenced in the tracking and monitoring system.

Small groups of young people across S1 to S3 benefit from literacy support in a small group with dedicated support from an experienced English teacher. There is a key focus on comprehension as this was identified as a specific gap in their learning.

Last session interventions were provided in health and wellbeing to two identified groups focusing on health (nutrition) and extra-curricular sport. Overall, these interventions proved to have a positive impact on individual pupils. Staff reported young people demonstrating increased confidence and self-esteem. The school has identified there is scope to develop this further to increase the target group and reach of these groups. This session the newly introduced health and wellbeing tracking model will help clearly identify individuals requiring interventions.

The school is committed to acting on the results of self-evaluation. The school will now improve this analysis with increased rigour and impact more clearly evidenced.

## How good is the quality of care and education we offer?

### 2.3 Learning teaching and assessment

The curriculum rationale has a strong focus on inclusion. The curriculum designed for S1 to S3 has a focus on breadth of subject areas and an element of flexibility and choice in S3. The senior phase offers individualised pathways for all young people, enhanced through the various offers through external partnerships. The school's vision, values and aims underpin the curriculum design.

Senior leaders have a clear overview of the design of the curriculum and continue to look carefully at ways of grouping subjects together to ensure improved curriculum delivery particularly around science and social subjects. Further work is identified to look at the curriculum offer across the expressive arts to ensure improved transitions and greater opportunities for breadth, depth and application.

Overall, the school ensures the curriculum promotes equity for all pupils. A wide range of curriculum enhancements are in place. This includes significant work with partners and the community to ensure the school is building on its unique context and interests of pupils.

By S3, the curriculum offers an enrichment slot which also provides an opportunity for interventions to meet pupils' needs.

The school offers flexible pathways to meet the needs of all young people transitioning from the BGE to Senior Phase. All pupils in the BGE study 2 periods of PE per week. All pupils study a modern language until S3.

While pupils at S2 make some subject choices, the focus remains on the BGE and ensuring the curriculum is suitably broad.

The school takes good account of the four contexts for learning and provides good opportunities for enterprise and creativity particularly through the enrichment slots at S3.

Alternative curriculum options are available for those young people who require this, for example, ASDAN, John Muir Awards etc.

The school recognises the need to further develop numeracy and literacy across the curriculum as the responsibility of all. Plans are in place for staff to come together to look at numeracy skills across levels and to moderate these.

Newly developed courses in both the BGE and Senior Phase have been designed to be stimulating, challenging, relevant and enjoyable. They also allow for some personalisation and choice within lessons. This however will need to be developed further to ensure consistency across the school. Departments now plan courses in the Broad general Education to ensure the 7 design principles are embedded within all courses.

The pupils are now more aware of their own skills development as the school prioritised this area as part of its Year of Career in 2017.

Overall, most young people engage positively with their learning experiences and enjoy the activities they are given. In the best lessons observed, they are actively engaged and motivated when challenging learning tasks are well matched to suit their needs.

The recent school review commented on seeing some very good quality learning and teaching, however also made clear this level was not consistent across the school. Particular areas were highlighted e.g. pace of learning. These areas have now been addressed within this year's SIP as well as clearly identified within the school's new Expected Standards Document. This document will also be used as part of the school's Learning and Teaching Policy which is to be re-launched alongside the updated ELC L+T policy (September 18).

The CLPL calendar will now link to the areas highlighted, being developed, delivered and led by the Extended Leadership Team.

Recent learning walks suggest learning intentions and success criteria are now more visible and understood by the pupils. There is some evidence that young people are being asked to self-assess and success criteria jointly created with them; however this is still inconsistent. This will continue to improve throughout next session.

The level of challenge for the highest attaining pupils and pace of lessons for all will also be prioritised next session. Work has already started in this area with collaboration between staff and departments highlighted in the review as having particular strengths in this area, already evident. Extension tasks focussing on higher order thinking have now been created and shared with all staff.

In the best lessons, teachers use open ended questioning and create a positive environment for discussion and deepening of knowledge. Further work is planned to ensure a greater consistency of this across the school.

The school's policy for classroom observations has been amended to tie more closely to these areas with PTs working with their departments to ensure these are taking place while offering support for any areas identified as requiring improvement.

The introduction of the Validated Self-Evaluation Reviews, alongside quality CLPL activities will ensure a more rigorous approach to raising standards and consistency across the school.

When staffing allows SfL staff will be clearly linked to specific faculties to allow support in providing the appropriate levels of differentiation. Training in different methods of differentiation has already taken place (May) and will continue to be offered as part of the school's CLPL calendar next session. Differentiation is now more evident in some classes.

There has been significant discussion taking place regarding the school's policy on setting in English and Maths. The English department will now trial a mixed-ability approach in S1 which will be reviewed extensively in December/January next session. This review will take account of data as well as gathering views from pupils, parents and staff. The Maths department will continue to set but with a more broad-banded approach to ensure high expectations for all.

The standard of presentation of written work is high in the Science Faculty. The Science faculty have now shared their practice through CLPL with all staff and are collaborating with other faculties to improve consistency in this area.

Assessments are in use through the BGE across all faculties with the support of the ELC curriculum assessment frameworks. Differentiated assessments are used in some departments on a class by class basis. The development of holistic assessments is a priority in this year's SIP. Moderation is taking place within departments, within the cluster and with other secondary schools within the authority. More work is required to ensure a fully consistent approach.

The introduction of Personal Learning Planning across the BGE and learning conversations has improved the pupils' understanding of their own learning. Alongside Universal Support this better allows pupils to take further ownership of their own learning.

Approx. 35 staff are now Co-operative Learning trained with 9 more signed up to complete this training next session.

Individualised feedback was raised by the pupils as an area they would like improved at the end of session 16/17. Recent questionnaire feedback from pupils suggests this has improved although this is an area still requiring further development. All staff are aware of this and further training is in place within the school's CLPL calendar for next session to better inform next steps in learning and increase differentiation to meet learners' needs.

In consultation with the Parent Council a new Homework Policy has been introduced in the BGE, stating the minimum level parents should expect in the areas of Numeracy, Literacy and H&WB.

The Year of Character, in conjunction with Character Scotland, was introduced to further raise the profile of the school's Aims and Values as well as better equip the pupils to self-evaluate and develop their own character traits. Feedback suggests this has had some impact, although limited.

A collegiate group reviewing behaviour and discipline protocols was set up to review current procedures and offer advice on reducing low-level behaviour. This work has led to the SLT being more visible in classes, the introduction

of the Expected Standards document and a wider consultation on the use of mobile phones in class. This review is not complete. It is thought that the Expected Standards Document, along with a continued commitment to restorative practice, will further improve behaviour. Feedback from staff on how effectively indiscipline was dealt with has led to the Inset day in August being dedicated to all staff sharing positive behaviour management strategies.

Individualised Educational Programmes are being prepared for those young people who require this level of planning. Further work is required to include parents and learners in creating these plans. Work is also required to better share these plans with teaching staff in the school to ensure their learning needs are better taken into account.

Ross High School has been designated as the ELC provision for pupils of secondary age that have severe and complex support needs. The ASN Dept. provides each pupil with an IEP according to his/her identified strengths and needs. Where appropriate a CSP is prepared. We involve parents in establishing and reviewing these plans. The department now has a newly launched curriculum including National qualifications, with a clear distinction for those pupils in the BGE and Senior Phase, including ensuring entitlements are met within these stages for all pupils. There is a focus on developing communication skills both verbal and non-verbal. The department seeks to promote the ability of each student to perform tasks necessary for life after school, to the highest level possible, across all areas of the curriculum. The department works very closely with a range of professionals from educational services, health personnel, social work and other organisations offering specialist services, ensuring smooth, coherent transition to post school provision for the students. ASN department Staff are included in all areas of further developing the quality of Learning and Teaching already laid out in this document. The PT ASN has the specific remit of ensuring the consistency of high quality Learning and Teaching within the department.

## **How good are we at ensuring the best possible outcomes for all our learners?**

### **3.1 Ensuring wellbeing, equality and inclusion**

The ethos of the school has a strong focus on building positive relationships. Restorative approaches are well established across the school and continues to be an area for further development. This approach has had a positive impact on reducing the number of exclusions. There is clear evidence of this approach being embedded in conversations between staff and pupils.

The school has been granted Level 2 (Gold) Rights Respecting School status. The accreditation process evidenced that the pupils understand their rights and respond to situations accordingly. A particular strength of the school highlighted in the review was the school's commitment to pupil participation. Some areas mentioned included; the Junior Learning and Teaching Leadership Team, the work with Children's Parliament and Pupil Voice. It is clear from feedback that not all pupils feel listened to however and so work is required to better spread these initiatives to the wider pupil body.

The school support structure is regularly reviewed to ensure a better capacity to support young people in a caring and Nurturing environment. This has led to the management structure of pupil support being recently revised and improved. This will improve the number of children reporting that they are known well by someone in the school. The guidance team has recently been extended to further develop interventions to support the health and wellbeing of pupils and a PT equality and inclusion has been appointed to line manage and further develop the 'Creative Learning Space' (CLS). The CLS helps meet the needs of a small number of young people who are at risk of exclusion. This has had a significant impact on them and has allowed them to engage in learning, and move onto positive destinations. Attendance for the pupils supported by the CLS has also increased. The young people and parents who use this provision are very positive about their experience and the positive impact on their wellbeing.

The introduction of a clear and manageable Health and Wellbeing tracking system, linked to PEF interventions, will also improve outcomes for young people in this area.

The support for learning department has experienced significant staff changes over the course of the last year. There is a clear system in place for information sharing in regard to individual needs. Support for learning staff liaise with specific departments. This has had a positive impact on pupil engagement and achievement. This model will now be further extended to support differentiation and meeting learners' needs across all departments.

Nurture groups are established for pupils in S1 and S2. Planning is effective and appropriate monitoring and tracking of progress is taking place. Evidence shows that this is having a positive impact on the wellbeing of the children who attend. The young people identify examples of improvements in their wellbeing as a result of attending. The school has ambition to progress this to a whole school level and have started this journey through the nurture group staff leading on professional learning sessions for all staff.

Restorative approaches are embedded across the school and helps young people understand they are responsible for their actions and that actions have consequences. Young people who display behavioural issues are supported very well through the House teams and helped to develop skills to manage their emotions and make better choices.

An external consultant reviewed the ASN department in February 2017 and a clear improvement agenda was put in place. A DHT was appointed in November 2017 and has made significant progress in taking this forward. A clear curriculum rationale is in place and improvement-planning documentation for the BGE has allowed staff to develop differentiation and pace and challenge for the pupils. There is now clear distinction between the BGE and senior phase and there are increased opportunities for young people to develop independence and work experience.

There is a significant improvement in involving pupils in their learning and there has been a focus on developing and enhancing pupil voice across the ASN department. The DHT shows a clear commitment to the ongoing development of the curriculum, learning and teaching and inclusion of pupils across the whole school. The DHT has high

aspirations of what the young people can, should achieve, and has made progress in building this aspiration across her team. To increase parental engagement and involvement drop-in cafes have been introduced which have been very well received and attended.

The school's 'Universal Support' programme ensures support is offered to **all** pupils in the school. This has also helped pupils in the school to have a greater ownership of their own learning. The Universal Support programme was developed as part of the Self-Improving Schools Initiative linking with North Berwick HS and Lasswade HS. Feedback suggests not all pupils and staff see the benefit of this programme and so a full review is set to take place in session 18/19.

The school has clear safeguarding procedures in place. The school has started the process of moving to the new Child Planning procedures being introduced. All support staff have now been trained in this area.

A priority this session will be to make the language of SHANARRI more explicit and meaningful to the pupils – this was highlighted as an area requiring focus by the S2 SEE survey results.

An attendance working group has been set up to better monitor and improve the school's attendance statistics. A target of 92% has been set for next session.

All Guidance teachers have assigned whole school remits including responsibility for Young Carers and Looked after Children. Young Carers identified have been linked with local support groups and all staff trained in the additional support these children may require. A recent assembly on Young Carers increased the numbers known to the school. The school have a good partnership with the local Young Champions Board which helps support Looked After Children. Tracking and Monitoring procedures, both in the BGE and Senior Phase, help ensure appropriate progress is being made by young people facing additional challenges.

Young people's achievements in school are celebrated well through Celebration of Success evenings and the extremely popular Sports Personality of the Year award ceremony. The school's Activities booklet make clear to parents and pupils the vast array of opportunities on offer both in and out of school. 43% of the school roll actively participates in extra-curricular sport on a weekly basis. There are also opportunities for young people to showcase their talents in other areas, such as music and drama, throughout the session. The Head Teacher writes an update each week that is shared with all staff. This update includes pupils' success which leads to staff discussing achievements and praising those involved. However, pupils report that they do not yet feel the school does enough to celebrate their successes out of school. It is hoped that the newly introduced 'Wider Achievement' section on the website will mean the school is more aware of these achievements which will help improve this area.

The school is committed to encourage all pupils to be knowledgeable about equality issues and feel confident in challenging discriminatory attitudes. The LGBTI+ club is well attended and organised the recent 'Happyfest' which was very well received.

The school is engaging with the recent ELC Respect for All – Anti Bullying Policy and has clear procedures for recording and monitoring of incidents.

A programme for Time for Reflection has been developed in partnership with the chaplaincy team covering areas such as Remembrance Sunday and Holocaust Memorial Day. Plans are now in place to ensure senior pupils have some access to RME in the senior phase.

## 3.2 Raising attainment and achievement

The attainment and wider achievement of all young people, irrespective of ability or background, is a priority for the school.

### **Broad General Education**

#### **Literacy and English language:**

Tracking for this year's S3 suggest an improvement (Literacy figures have been averaged across reading, writing and listening & talking):

Achieved Level 3 – 97% compared to 94% in previous session

Achieved Level 4 – 69% compared to 60% in previous session

#### **Numeracy and Mathematics:**

Tracking for this year's S3 suggest a significant improvement:

Achieved Level 3 – 90% compared to 82% in previous session

Achieved Level 4 – 46% compared to 33% in previous session

SNSA data will be used to help inform all CfE levels achieved in both these areas.

### **Senior phase**

**Attainment of young people in literacy by the time of leaving school:** the percentage of young people attaining at SCQF levels 3+, 4+, 5+ and 6 in literacy has increased between 2015 and 2017. Trends are positive over the 3 year period at SCQF levels 3+ to 6. The school has performed in line with the virtual comparator (VC) at SCQF levels 3+, 4+ and 5+ over the last 3 years. The school performed higher than the VC at SCQF levels 3+, 4+, 5+ in the latest year.

**Attainment in numeracy by the time of leaving school:** the percentage of young people attaining at SCQF levels 3+, 4+, 5+ and 6+ has increased between 2015 and 2017. Trends are positive over the 3 year period at SCQF levels 3+ to 6. Data for leavers show that young people performed strongly at levels 3+ and 4+ in the latest year however the percentage of pupils attaining SCQF levels 5+ and 6+ are lower than VC.

#### **As young people move through the school from S4 to S6:**

In S4, the percentage of young people attaining **literacy** at SCQF level 3+ and 4+ is higher than the VC between 2015 and 2017. The number of young people attaining literacy at SCQF level 4+ in S4 has improved over a 3 year period, 2015 and 2017. (100% in 2017) The percentage of S5 pupils attaining at SCQF level 5+ has increased over the years 2015 to 2017. Generally, the school is performing above the VC across stages over a 3 year period.

In S4, the percentage of young people attaining **numeracy** at SCQF levels 3+ and 4+ is higher than the VC in 2017. Almost all young people attained at SCQF level 3+ in S4 in 2017. SCQF Level 5+ is below the VC over a 3 year trend. By S5, those attaining at SCQF level 5+ has improved over a 3 year trend, although this still lies beneath the VC.

## **Attainment over time**

### **BGE**

School data indicates an improvement in attainment in the BGE. This is a priority in the school improvement plan and the school will continue to embed the recently devised tracking, and monitoring system to ensure attainment continues to improve. There is scope for attainment to further improve across the BGE which would lead to improved outcomes in the senior phase. Plans outlined in the Learning and teaching section of this document will help ensure this.

The majority of young people across the school talk with confidence and engage well with teachers and one another. Most listen well to instructions in class and answer questions when asked. The school's focus on co-operative learning is leading to young people developing skills to support learning from one another. Nine more teachers will undertake Co-Op learning training in November.

Interventions are in place for young people requiring additional support, however further evaluation is planned for next session in order to establish the impact on outcomes for young people.

A number of interventions are in place to support youngsters in improving their Literacy. Accelerated Reader is used across the BGE. This supports young people to know what levels they are achieving. Evidence is also available showing the impact of other initiatives namely, Paired reading and Toe by Toe.

Numeracy is identified as a key focus for improvement by the school and its cluster primaries. This is highlighted in the Cluster improvement Plan. The school recognises there is considerable scope to improve attainment in numeracy and mathematics through review of the curriculum. Initial redevelopment of S1, 2 and 3 courses is taking place to ensure all young people are sufficiently challenged and supported to achieve as well as is possible.

Interventions, such as the improved tracking and monitoring and the PEF-linked Maths Facts in a Flash, are helping to improve attainment in this area but this is still at an early stage and the impact on attainment is limited at this stage. Initial analysis, however, is positive. The homework policy being introduced will help ensure the use of Mathematics as an approach to raise attainment is consistent across the department. The school will continue to evaluate its use, along with cluster colleagues, to ensure implementation leads to a consistently positive impact.

The creation of a Principal Teacher of Classroom Practice role has proved positive. As well as offering advice, support and challenge to staff, the role also allowed for an initiative to improve boys' attainment. The PT worked with Tree of Knowledge to create a purpose built project to work with a targeted group of S3 boys. Significantly this day and subsequent work involved the parents of the pupils. Feedback from the pupils, staff and parents has been widely positive. The success of this initiative has led to a further group being created.

The Pupil Equity Funding has allowed for targeted approaches for pupils in the areas of Numeracy, Literacy and H&WB. Staff from these areas in the school have now been afforded time for these interventions.

Ross High School continues to demonstrate a strong inclusive approach to gaining qualifications. It should be noted that the pupils in the ASN Department with Severe and Complex Needs are within the school roll and many of them have been successful in gaining National 1 and 2 awards. This offer will be extended this session as part of the significant review and amendments made to the curriculum offered to our pupils within this department.

## **Senior Phase**

The school has rigorous approaches to tracking and monitoring in the senior phase for young people in S4 to S6. This very effective system enables staff to set targets and regularly track whether young people are on target. Clear systems are in place to ensure there are effective interventions for young people who are in danger of not meeting their targets. These planned interventions are monitored very well by the DHT Curriculum.

More analysis of attainment is required for those young people with additional support needs.

The average complementary tariff scores of all leavers have not changed significantly over the last three years. The average complementary tariff score is generally above the VC for those in the lowest 20% and middle 60%. The highest 20% has fluctuated below and above the VC over the last 3 years.

## **Breadth and Depth**

At S4, the percentage of young people attaining 1+ to 5+ courses at SCQF levels 3+ and 4+ is generally above the VC in 2017. The percentage of young people attaining 1+ to 5+ courses at SCQF level 5C+ has fluctuated over a 5 year period however there is an improving trend over the last 3 years.

By S5, the percentage of young people attaining 1+ to 4+ courses at SCQF levels 5C+ improved over a 3 year period from 2015-2017, consistently above the VC (based on S5 stage roll). This is less consistent when comparing against S4 roll. The percentage of young people attaining 1+ to 5+ courses at SCQF level 6C+ has fluctuated over a 5 year period.

By S6, the percentage of young people attaining 1+ to 5+ courses at SCQF level 6C+ is below the VC although there is an improving trend over a 3 year period (2015-17). The percentage attaining 1+ at SCQF level 7C+ was above the VC in 2017.

In S4, at SCQF Level 4 nearly all subject areas are above the VC when comparing Average Tariff Score in 2017. Figures were significantly higher than VC for Expressive Arts and Languages.

In S4, at SCQF Level 5 all subjects were generally in line with VC when comparing Average Tariff Score in 2017. Figures were significantly higher than VC for RME.

In S5, at SCQF Level 6 2 out of 9 (H&WB and RME) were above the VC when comparing Average Tariff Score in 2017.

To ensure further progress attainment meetings take place in Aug/Sept with all PTCs and action plans put in place. Follow up Attainment meetings now also take place to analyse Prelim' results with discussions taking place on how best to address any concerns. Last session this proved useful. The tracking and reporting structure in the senior school and BGE now far better informs the school, pupils and parents, and allows areas of concern to be highlighted and interventions put in place throughout the year.

## **Destinations**

The percentage of those leaving Ross High School moving on to a Positive Destination in 2016/17 was 92.9% for all pupils within the roll of Ross HS. Initial figures suggest this will again increase in session 17/18. Significant efforts have been made over the last few sessions (Year of Career) to further improve upon this number. Partnership working in this area is strong with partners such as Skills Development Scotland and Recharge (local youth programme) as well as a number of employers and colleges. The introduction of a 16+ Pupil Support Worker has been influential in this area.

## **Equity for all learners**

The school has rigorous and highly effective approaches to monitoring and tracking the equity of provision for young people across the school. SIMD data is used very effectively to monitor the attainment of young people in the BGE and senior phase. The school has successfully tackled the level of exclusion across the school, with a significant reduction of exclusions year on year for the past 5 years. Support funds allow for free access to pupils during Activities Week. The school will now review the uptake on all curricular and non-curricular excursions to ensure as wide access as possible.

The SIMD distribution in the school stretches from 2-9, with an average of 5.4. The school's attainment data for SIMD 2-3 are generally in line with their virtual comparator.

## **Achievement:**

The school is recognised for its sporting achievements. This is a strength of the school. Young people value the opportunities available to them through school and appreciate the public recognition of achievement at awards ceremonies.

The school has many different Twitter sites which regularly update on successes. Feedback from the community on this is positive. Tweets are also automatically linked to the school's website for those without access to Twitter.

Most learners are successful, confident, exercise responsibility and contribute to the life of the school and the wider community. The school's House activities, Active Schools Coordinator and extra-curricular programmes ensure that there is a range of opportunities accessed by an increasing number of our pupils. There are approx. 43% of pupils regularly participating in extra-curricular sport. The school continue to work with Active Schools to ensure any pupils at risk of non-participation through cost are addressed.

Recognition of wider achievement is being recognised in our tracking and merit recording processes as well as the school's Celebration of Success and RHS Sports' Personality of the Year evenings. A significant number of pupils represent Scotland in sport. The Wider Achievement section introduced to the school's website will help to monitor and celebrate achievements of pupils outside of school.

The school takes pride in its reputation in its local community. This has been driven by the HT and staff in recent years and successfully established opportunities for pupil leadership. The school has other initiatives that involve partners. The school will continue to evaluate the success of these partnerships and their impact for young people on future learning, life and work. This work will be led by the PT Improvement.

Some young people from S3 onwards participate in the Duke of Edinburgh Awards scheme, from Bronze to Gold level. A high number of young people from SIMD2 participate. The school will continue to take steps to increase numbers and sustain this over time.

It is felt that the improvements highlighted in this year's SIP will improve approaches to assessment and planning for learning, resulting in improved attainment. The school will continue to develop consistent approaches regarding pupil feedback.

Teacher judgements are supported by a variety of assessments. The use of benchmarks and the council's curriculum assessment frameworks is still at a reasonably early stage. The school will continue its work to embed these further in planning and assessment. The cluster will focus on achievement of a level and moderation activities in Numeracy as outlined in the Cluster Improvement Plan.

## **What is our capacity for continuous improvement?**

### **1.1 Self-evaluation for self-improvement**

The school was recently reviewed (March 18) by the local Authority as part of the new and enhanced processes for self-evaluation for school-improvement. This process has helped the school consider ways to better reflect and improve. These areas are now embedded throughout the School Improvement Plan and outlined in this document.

CLPL sessions involving speakers from different schools have also been invaluable in considering best practice.

There are initial plans to further develop looking outward to other schools in next sessions' Inset programme.

The school has a strong collective leadership throughout. All staff are committed to improving opportunities for children and has the capacity to continue to improve.

### **Level**

<b>Q.I. 1.1 Self-evaluation for self-improvement</b>	<b>Good</b>
<b>Q.I. 1.3 Leadership of change</b>	<b>Good</b>
<b>Q.I. 2.3 Learning teaching and assessment</b>	<b>Good</b>
<b>Q.I. 3.1 Ensuring wellbeing, equality and inclusion</b>	<b>Good</b>
<b>Q.I. 3.2 Raising attainment and achievement</b>	<b>Good</b>