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# Braes High School

## Standards and Quality Report



Session 2017-2018



### Vision, Aims and Values

Our vision at Braes is to ensure that every pupil in our care feels valued, respected and challenged. Braes High School aims to be a school of the highest quality, providing an education which is appropriate yet challenging to all of our young people. As part of our ongoing self-evaluation we continue to develop and refine our courses and curriculum to ensure our young people are well prepared with the skills required for our ever changing world of work.

Our motto "Build Respect and Earn Success - Be Part of It!" defines the school and remains significant in building our school vision and ethos which continues to flourish. Through our commitment to restorative practice, we build respectful relationships and encourage hard work in order to gain success. Our pupils fully immerse themselves in the wide and vast ranging opportunities available - both in school and within the community.

We are certain that by developing skills - both academic and personal - that our young people will thrive throughout and beyond their school years at Braes High School.



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## **School Context**

Braes High School is a six year comprehensive school serving the communities of Avonbridge; California; Standburn; Maddiston; Shieldhill and Wallacestone.

Our school roll is currently 957 pupils and our staffing complement remains at 80 class teachers. We have two part time librarians and 8 staff for administration, clerical and school helper duties; 12 Support for Learning staff; a pupil counsellor and a Campus Police Officer. The school was opened in 2000 and is part of the Falkirk PFI initiative which is currently owned and managed by Mitie.

We have a thriving Parent Council and an association from parents and friends entitled Friends at Braes (FAB) who fundraise and support us at school events. We are incredibly proud of the strong parental links we have established and continue to strengthen these year on year.



### **Contents:**

#### **Review of progress for session 2017-18**

##### **Priority 1:**

- Literacy, Numeracy, Health & Wellbeing, Responsible Citizens, Learning environment, DYW, World of Work

##### **Priority 2:**

- Learning provision (BGE & Senior Phase), Home Learning, Teaching & Learning

##### **Priority 3:**

- Pupil Council, School Vision, ICT



<b>Priority 1:</b>	<b>Learners making continuous and positive progress in Numeracy</b>
NIF Priority: NIF Driver: FC Priority	Improving attainment and Closing the gap Assessment of progress Attainment and closing the gap
HGIOS?4 QIs:	1.5, 2.3, 3.1, 3.2
Progress and Impact:	<p><b>Literacy/Numeracy committee with representatives from every faculty now working and meeting</b> to continue to raise awareness of Numeracy within each Faculty ensuring all pupils experience consistency across Faculties.</p> <p><b>Literacy and Numeracy Benchmarks &amp; Correction Code displayed in all Learning Spaces</b> – This has allowed for a consistent approach towards Learning and Teaching but also pupils’ development within Numeracy.</p> <p><b>Whole School approach to Literacy and Numeracy Improvement Planning</b> – whole school Staff have met to discuss Literacy and Numeracy within their learning environment to highlighting a naturally occurring Literacy and Numeracy evidence which will be moderated at a follow up session. Our aim is to build a greater understanding of standards with regards to the teaching and assessment of Literacy and Numeracy.</p> <p><b>Development and Implementation of S1-3 Literacy/Numeracy Course</b> - developed as a Literacy and Numeracy project within the Core skills programme which all S1 pupils follow. Our P7 transition event has also developed into a responsibilities of all task. This has further highlighted the importance of Responsibilities of all within our junior phase and has built on the work developed across the school.</p> <p><b>Family Engagement (partially PEF funded)</b> – Targeting of parents and improving family engagement through numeracy events (Math on Track, Nat5 Higher evening and P7 Transition evening, receiving funding from PEF to furniture and resource a family numeracy space) This has further improved parental perception with regards to Numeracy and Math’s and has allowed them to develop strategies and resources which will allow them to support their child at home.</p> <p><b>Continuing to develop Braes Cluster work to ensure a shared vision and transition pathway for Numeracy</b> –The cluster working group has completed a set of consistent assessments for early, first, second and third level allowing schools across the cluster to use similar assessments to have a more accurate level of tracking. This will give staff at BHS a greater insight into where pupils are so they can be appropriately challenged and supported. The Cluster working group also started to complete work and share good practice around areas cluster pupils find challenging. This allowed staff to share ideas and teaching methodologies which will help further improve the young people of the clusters understanding with regards to Numeracy.</p>

<b>Priority 1:</b>	<b>Learners making continuous and positive progress in Numeracy</b>
	<p><b>Ensuring pupil receive the highest possible Numeracy level regardless of any barriers to learning</b> Continual staff perseverance, support, communication with parents and supported study has allowed staff to support pupils to ensure they ache the highest level possible for Numeracy.</p>
<b>Next Steps:</b>	<p>Moderation of Numeracy levels against the benchmarks across the school.</p> <p>Increase parental engagement and family learning to support young people in their numeracy skills.</p> <p>Promote a range of numeracy events/activities to engage pupils e.g. Cypher Club, Making Maths Count Week, Numeracy Videos.</p> <p>Further improve attainment data for numeracy at levels 4 and 5, in particular for pupils in SIMD 1-3.</p>

Priority 1:	Learners making continuous and positive progress in Literacy	
<b>NIF Priority:</b> <b>NIF Driver:</b> <b>FC Priority</b>	Improving attainment and Closing the gap Assessment of progress Attainment and closing the gap	
<b>HGIOS?4 QIs:</b>	1.5, 2.3, 3.1, 3.2	
<b>Progress and Impact:</b>	<p>In order to further improve our literacy levels in both the BGE and the senior phase we have developed a cluster approach with our associated primary schools to developed a collegiate approach to moderation and assessment of the three key strands of literacy as well as sharing resources, joint planning of transitions courses and team teaching in order to maximise the work ongoing in both sectors and to ensure a smooth transition of skills from level to level. We have started to look at the role of all curriculum areas in the development of literacy as the responsibility of all with a specific focus on a holistic approach to assessment across the curriculum and the embedding of key literacy outcomes across subjects.</p> <p>We continue to see further improvements in literacy in the senior phase with 100% of pupils gaining level 4 literacy and 93.4% gaining a level 5 pass in literacy. It is our aim that no pupil should leave Braes high without at least a level 4 pass in literacy. Staff across the curriculum are becoming more confident with the inclusion of and delivery of literacy outcomes in their specific subject areas and as a result pupils are becoming more aware of the importance of literacy skills as a key to unlocking learning across subject areas.</p> <p>As part of our PEF programme we have introduced literacy boxes which have be used to enable and facilitate family learning with regards to building literacy skills in the home. These boxes are part of a targeted parental and family engagement programme housed in our newly developed and PEF funded Literacy learning Space. With support with staffing we have developed a literacy programme to work with families to support them to develop literacy skills that will raise attainment across the school and contribute to routes to positive destinations post school. It will allow parents to support learning at home. We have also used PEF funding to create a Literacy Recovery programme for our AC learners within the English Department. This will allow them to develop the skills currently causing a barrier to learning while strategically forward planning and building an attainment pathway for the conclusion of their learning journey.</p>	
<b>Next Steps:</b>	<p>Continue to work with our cluster colleagues to further develop literacy skills at all levels</p> <p>Development and delivery of a literacy course in the BGE to further impact on senior phase literacy results</p> <p>Further development and staff training on delivery and assessment of literacy outcomes</p> <p>Further engagement with families in order to further impact on literacy levels with specific PEF pupils targeted</p>	

<b>Priority 1:</b>	<b>Our school further develops as an inclusive learning environment celebrating diversity</b>
NIF Priority: NIF Driver: FC Priority	Closing the gap TP SI SL Closing the gap
HGIOS?4 QIs:	1.2, 1.3, 1.4, 1.5, 2.1, 2.4, 3.1
<b>Progress and Impact:</b>	<p>To further develop our Nurturing Approach and improve outcomes for young people, our key Nurture lead has joined a Falkirk Council Nurture Collaborative to share good practice. All staff are trained in Nurture principles in order to promote resilient classrooms and raise attainment for our learners affected by trauma and poverty. To further support our learners we have re-launched our Equalities club for pupils and this group have led whole school assemblies and Form time activities, including arranging for pupils to sign our Equalities flag in order to pledge their support to our LGBT+ young people and support Equality and celebrate Diversity.</p> <p>Our Equalities club has embarked on work to achieve LGBT Scotland’s Bronze Charter Mark and as well as pupils pledging their support, 20 staff have undertaken two twilight CPD sessions delivered by LGBT Scotland so we can ensure our school community and ethos supports our LGBT+ learners in order for them to engage and succeed at school.</p> <p>One of our Pastoral Heads is participating in Falkirk Council’s RespectMe Anti-bullying policy working group and has attended RespectMe training in order to develop our school anti-bullying policy in line with RespectMe guidelines. Our Parent Council and Equalities club have been consulted on our anti-bullying policy. We are developing OTB in order to better record, track and monitor incidences of bullying in our school.</p> <p><b>Impact:</b> Our pupils report they feel safer, included and more appropriately supported. Our Equalities club pupils reported they felt valued by staff being trained in LGBT+ awareness. Pupils are engaging in school and their learning through making use of the Nurture Base and achieving certification in Literacy and Numeracy.</p>
<b>Next Steps:</b>	<p>Raise staff awareness of trauma and ACE’s.</p> <p>Develop Robust system for tracking and monitoring priority pupils and raising staff awareness of these groups and their issues.</p> <p>Create Cluster Nurture Champions Network. Embed Nurturing principles in all classrooms.</p> <p>Create and launch RespectMe Anti-bullying policy.</p> <p>Update Managing Positive Relationships Policy to reflect anti-bullying policy and nurturing principles.</p> <p>Refresher Restorative Practices training for all staff and pupils.</p> <p>FH Inclusion to participate in SLWG Digital Learning platform.</p>

<b>Priority 1:</b>	<b>Learners developing as responsible citizens.</b>
<b>NIF Priority:</b> <b>NIF Driver:</b> <b>FC Priority</b>	School Improvement Parental Engagement
<b>HGIOS?4 QIs:</b>	1.1, 2.1, 4.1
<b>Progress and Impact:</b>	<p>Reduction of litter in and around the school – making good progress. Evidence - 4 community litter picks this year, 35 bin bags of rubbish removed. 3 local businesses engaged (Cabin, Fast Snax and Tesco). Parent council also represented. PC MacPherson involved. Council Litter Team contacted</p> <p>Increasing Pupil involvement – enhancement course in S1 involved with paper recycling – Progress is slow. More pupils coming to lunchtime club and to ECO days. Represented at Fresher’s Fayre collected 11 signatures. Uptake for litter picks is very good – most year groups represented and regular numbers increased from 8 to 14 (with more expressing interest).</p> <p>Recycling – clothes and pens collected – progress good. Termly collection of clothes has raised over £100 (amount to be confirmed). Pen recycling Project with Maddiston Primary. Recycling of paper/card – educating teachers/pupils ongoing. Issue with lack of time, lack of bags, unable to find contact at council, bags full of wrong materials. . Recycling of plastic bottles – no success (pupils putting food into recycling bins so removed from hub/social space)</p> <p>International Awareness – exploring plight of elephants in Africa (re poaching, lack of territory). Sponsoring two orphan elephants with DSWT – link with the trust through Anne (librarian). Created display for library. ECO Notice board.</p> <p>Reducing plastic usage in the school – not much progress this year, just starting.</p>
<b>Next Steps:</b>	<p>Enlist member of staff for ECO action days due to part time timetable of AP– F Malcolm to approach her new staff, advertise on staff notices.</p> <p>Create better links with FC litter team. Increase community involvements.</p> <p>Create a program for lunchtimes so more is done then. Propose regular (fortnightly?) after school gardening tasks (orchard, wildlife garden, and quad, growing herbs /other edibles for sale/cooking.)</p> <p>Look for solutions to paper/card recycling, continue to educate staff. Use enhancement course – AP to talk to enhancement teachers during in-service. Pursue council re bags/source new ones</p> <p>Plan awareness campaign regarding ivory and poaching, work of DSWT, continue fund raising for orphan sponsorship.</p> <p>Work with pupil council, Hub and local businesses. Introduce reusable water bottles, get hub etc. to consider packaging and use of straws. Look at recycling of plastic bottles again</p>

<b>Priority 1:</b>	<b>Learners making continuous and positive progress in Health &amp; Wellbeing</b>
NIF Priority: NIF Driver: FC Priority	Improved HWB SL TP PE AoP SI HWB
HGIOS?4 QIs:	2.4 2.5 2.7 3.1
Progress and Impact:	<p>There was an identified need from our Mental Health Awareness Project (MHAP) whole school pupil survey for further information on mental health and improved school supports. MHAP pupils have created 2 lessons on Stress and Panic Attacks; Anxiety and Depression for S1 Enhancement course to be delivered to 18/19 cohort.</p> <p>Our Suicide prevention strategy (Talk to Me) was created and launched to all stakeholders. All staff are trained in Suicide Talk. Trained staff led pupil training in Suicide Talk. Talk To Me staff and pupil volunteers are identified by our Talk to Me logo visible on doors, as lanyards and badges. These are used to indicate staff, pupils and places where pupils can speak about suicidal thoughts and feelings. Our Talk to Me Room is manned by Talk To Me pupils at break and lunch. Emergency/First Response flowcharts were created for Talk To Me volunteers. Cameron’s coasters are available throughout our school with contact details of Mental Health organisations. Our Pastoral team was trained to deliver NHS Stress sessions to S5 pupils.</p> <p>A Health and Wellbeing (HWB) committee was formed to come up with a Strategic vision for a Community Wellbeing Strategy. Consultation with staff and a focus group of pupils took place. The Inservice day session was led by the HWB committee. Faculties audited practice under HWB responsibility of all. A Growth Mindset Family engagement evening was well attended.</p> <p>Our schooling based officer (SBO), under the theme of promoting safer communities, led No Knives Better Lives workshops to all pupils. Run Hide Tell assemblies were also delivered by SBO PC McPherson to all pupils and an Online Safety session for cluster parents was delivered in partnership with the Computing department and partners.</p> <p>Our new anti-smoking policy was launched to pupils and parents. A targeted S2 Girls Fortress activity workshop to promote resilience and reduce conflict took place.</p> <p>Mentors in Violence Prevention (MVP) introductory inputs and scenarios were delivered to S1 and S3 pupil. All S1-S3 pupils are now trained in Violence prevention and have started covering scenarios to develop a toolkit of strategies to cope with everyday school scenarios such as rumours, bullying, social media, positive relationships.</p>

	<p>For our P7 Induction an additional day was added consisting of 4 workshops: MVP introductory inputs, RRS (Rights Respecting Schools), School clubs Fayre and sign up, RRS with Literacy, Numeracy and HWB focus.</p> <p><b>Impact:</b> Fewer S5 pupils signed up to Exam Stress sessions due to learning stress management in PSE lessons.</p> <p>All P7 pupils have signed up to more than one High School extra-curricular club for August 2018.</p> <p>OTB reduction of relationship issues in S2 girls cohort.</p> <p>In learning walks, pupils can describe a growth mindset and evidence of promotion of growth mindset in lessons.</p> <p>Staff better equipped to support pupils, families and staff with mental health and wellbeing in school context.</p> <p>Staff and partners using wellbeing indicators to rate/identify health and wellbeing concerns in pupils.</p>
<p><b>Next Steps:</b></p>	<p>Wellbeing strategy next steps: consult parents and partners and then finalise vision and values and launch to school community.</p> <p>Train key staff in LIAM ( Low Intensity Anxiety Management).</p> <p>Establish shared understanding of HWB benchmarks and Wellbeing indicators to school community via Form time activities.</p> <p>Cluster development group created to create HWB tracking tool.</p> <p>Deliver 2 MVP scenarios to all S1-S3. Train MVP mentors in mental health and wellbeing.</p>

<b>Priority 1:</b>	<b>Learners are developing their readiness for the Young Workforce</b>
NIF Priority: NIF Driver: FC Priority	Improved employability skills and leavers destinations SI PE SL PT TL Employability skills
HGIOS?4 QIs:	1.2 1.5 2.2 2.3 2.6 2.7 3.2 3.3
<b>Progress and Impact:</b>	<p>Positive destinations figures are improving steadily year upon year and are now above the Falkirk and National average. This session, a Transitions programme was in place for at risk S4 pupils and identified S4 summer and S5 winter leavers. The programme based around Prince's Trust ACHIEVE is led by a Pupil Support Teacher and Community learning and Development (CLD) worker. Pupils from non-traditional backgrounds and SIMD 1-3 have been exposed to College settings and experiences.</p> <p>In addition, we saw our second group of pupils complete the <i>Business in the Community</i> programme which consists of in-school sessions led by our partner from Doosan Babcock alongside visits to local employers to develop a deeper understanding of the skills required in the workplace alongside the range of employment opportunities on offer in our community. Our first group of pupils who completed the Business in the Community programme, 75% returned to school for a fifth year, resulting in them achieving further qualifications. Thirty MyWorld of Work pupil ambassadors have been trained and led MYWOW registration lessons to all of S1 - S3 as well as demonstrating MyWoW to parents and carers at a variety of events. We have delivered another RUTS programme and Best of You programme for identified pupils.</p> <p>An in-school Transitions team was created consisting of key school staff in partnership with Cheryl Butler, Careers Advisor and CLD, in order to track pupils and ensure earlier interventions.</p> <p>We continue to develop our partnerships with employers in the community to ensure learners are ready for the world of work beyond school. We have strong links with Forth Valley College and have seen a 150% increase in pupils embarking on the Foundation Apprenticeship route. We have also seen an increase in the number of pupils choosing the 2-year HNC route through college.</p> <p><u>Impact:</u> 90% of S4-S6 pupils are registered with MyWoW More pupils have chosen to stay on for S5/S6. More pupils have applied to and secured college places than last session. Pupils have increased overall tariff points.</p>
<b>Next Steps:</b>	Transitions programme created for S3, S4 and S5/6 pupils as timetabled course choice. Key teacher Positive transitions to source and promote more work experience placements. Build a greater understanding of the varied routes to FE, HE and employment for pupils, parents and staff. Increase partnership working with departments to support the DYW agenda. Swap PH remits, key lead on Authority working group to engage more pupils in our Work Placement offer and create tracking, monitoring and recording process. Whole school approach to Careers Education Standard. MyWow Ambassadors to pilot Career Education Inserts Subject specific lessons and work with staff to create their own.

Priority 1:	Learners developing their readiness for the world of work
<b>NIF Priority:</b> <b>NIF Driver:</b> <b>FC Priority</b>	School Improvement Parental Engagement School improvement
<b>HGIOS?4 QIs:</b>	1.2, 2.2,2.3, 2.5, 2.7, 3.2, 3.3
<b>Progress and Impact:</b>	<p>Our STEM cluster working group has seen a range of collaborative work between staff in primary and secondary, resulting in a significant increase in the range of STEM activities for primary pupils. Collegiate working between staff in the primary and secondary sector has increased staff confidence in the delivery of STEM activities in the primary.</p> <p>The introduction of STEM Ambassadors last session has resulted in strong relationships across our learning community and allowed them to develop their leadership skills in the process. Our STEM Ambassadors from Braes led and supported many events in in school and in the primary, such as open afternoons, primary workshops, P7 transition evening. During British Science week, pupils and parents from across the cluster attended our Science Fayre. .Senior pupils gained recognition for their contribution through the Youth STEM Ambassador scheme.</p> <p>Every pupil in our BGE has had a variety of STEM inputs developing their STEM skills and understanding of the work opportunities related to STEM subjects such as: Workshops run by Strathclyde Science Scouts; Speedy STEM event run by Fife College; Big Bang Fair; STEM @ Helix; Edinburgh Science Festival.</p> <p>Our whole school audit highlighted that most subject areas have a range of partners which provide work related experiences for learners, both in and out of the classroom.</p>
<b>Next Steps:</b>	<p>Continue to work with our cluster colleagues to further enhance and plan a range of STEM activities to ensure a shared vision for our young people.</p> <p>Develop our self-evaluation across the STEM subjects, involving pupils and parents to lead to continuous improvement for all.</p> <p>Continue to build on our partnership working to ensure every subject area has a link employer which enhances learning and further strengthens understanding of the world of work for young people.</p> <p>Develop robust tracking of STEM skills to inform our planning and further development, particularly for our most disadvantaged learners.</p>

<b>Priority 2:</b>	<b>Our Senior Phase provides appropriate and challenging opportunities for all pupils.</b>
<b>NIF Priority:</b> <b>NIF Driver:</b> <b>FC Priority</b>	School Leadership Performance Information School Leadership, improving attainment
<b>HGIOS?4 QIs:</b>	2.2, 2.3, 2.4, 2.6, 2.7, 3.2
<b>Progress and Impact:</b>	<p>Last year saw the introduction of several new courses in our Senior Phase: Health Sector; Practical Electronics; Laboratory Skills and Engineering Science. All of these have strong links with partners in the world of work and have developed strong links with Forth Valley College to ensure our pupils are aware of the range of progression pathways from these courses. The success of our young people on these courses has meant that we have seen an increase in uptake of these course for session 2018/19.</p> <p>This session saw our first two pupils successfully complete their Foundation Apprenticeship in Social Services and Health Care at Forth Valley College. Both pupils have secured a positive destination beyond school, one to Further Education and one to Higher Education.</p> <p>There has been increased opportunities for young people to gain accreditation for their wider contribution. Last session, we have seen a significant increase the number of young people presented for the SQA Leadership Award at levels 5 &amp; 6 from personal development courses such as Mentors in Violence Prevention, Rights Respecting Schools and Mental Health Awareness.</p> <p>In addition, where appropriate, learners have been presented for Scottish Studies and Personal Development Awards.</p> <p>Our S3 curriculum review was carried out and for session 18/19, pupils were given a greater choice in their courses to ensure better progression pathways in the senior phase. We have also seen the introduction of a number of new courses at this stage: engineering science; music technology and people and society.</p>
<b>Next Steps:</b>	<p>Analysis of results to inform planning for session 19/20 based on the new S4 structure last session.</p> <p>Develop a greater understanding of wider achievement for staff to ensure all pupils gain recognition for work they are undertaking.</p> <p>Tracking of wider achievement to ensure all learners are participating in opportunities both in the community and through extra-curricular offers.</p>

<b>Priority 2:</b>	<b>Ensuring our BGE provides appropriate and challenging pathways for all pupils.</b>
NIF Priority: NIF Driver: FC Priority	Improving attainment Assessment of Progress Improving attainment
HGIOS?4 QIs:	1.3 2.2 3.2
<b>Progress and Impact:</b>	<p>In light of our recent S4 curriculum change, guidance published by Education Scotland, pupil voice and our own SIP of further raising attainment and providing challenging pupil pathways, we conducted a review of our S3 Curriculum. From our TJS, 60% of our S3 cohort were attaining at level 4, therefore, their progress and learning should have been able to contribute towards National Qualifications. Likewise, with pupils living within a lower SIMD leaving before the end of S6 and with 35% of leavers going on to employment or training for employment, it was essential that we increased the depth of learning sooner to allow pupils to maximise their suite of qualifications prior to exiting school.</p> <p>Our review involved consulting with all stakeholders and utilising data received which indicated an appetite for us providing further opportunity for enhanced specialisation in the S3 curriculum. In increasing the depth of learning in S3, our aim was to fully prepare our pupils for their Senior Phase experience to ensure they maximise their full potential.</p> <p>The changes to our current structure focused only on S3 and can be encapsulated as:</p> <ul style="list-style-type: none"> <li>- A reduction in the number of NQ subjects studied from 10 to 8 by S3 pupils</li> <li>- Allocation of a free choice column</li> <li>- Equitable period allocation across all curriculum areas</li> <li>- The removal of Home Economics as part of the Health &amp; Wellbeing offer</li> <li>- The maintenance of our core allocation to RMPS, PE and PSE.</li> </ul> <p>After proposing these changes, we received positive feedback from pupil, parents and staff.</p>
<b>Next Steps:</b>	<p>A further evaluation will take place to establish the impact of this curriculum review, in terms of pupil pathways; breadth and depth and impact upon attainment.</p> <p>Now that our S3 pupils have the opportunity to begin specialising, it is important that pupils in S1 and S2 experience increased Personalisation and Choice within their curriculum. This will become an improvement priority for session 2018-19.</p>

<b>Priority 2:</b>	<b>Home learning is effectively supporting learning</b>
<b>NIF Priority:</b> <b>NIF Driver:</b> <b>FC Priority</b>	School Improvement Parental Engagement School improvement
<b>HGIOS?4 QIs:</b>	1.1, 2.3, 2.4, 2.5, 3.2
<b>Progress and Impact:</b>	<p>A full consultation on the use of <i>Show My Homework</i> with pupils, staff and parents was carried out last session. As a result, it was agreed that we would continue to use this as our main source of homework notifications. Statistics show that our school community are using and accessing homework through this digital means and feedback suggests that pupils would like staff to be more consistent in the way they post home <i>learning</i>.</p> <p>Our Passionate Young Leaders group decided to focus their efforts on what works well for young people both in and out of the classroom. They consulted the wider pupil community and shared their findings with staff at the May in-service. Staff found this a very positive workshop and plan to use the pupils' views to inform their practise.</p> <p>Maths and English staff led parent workshops on how to support their young people in their academic studies. These session were well attended and staff believe this has had a positive impact on the pupils. In addition, our first ever 'Maths/ English Study Camp' was attended by 30 pupils and 6 staff. This was a highly successful weekend of intensive support, growth mindset and exam preparation which young people evaluated as very valuable. The follow-up Maths prelim saw an increase of 11% in pupil attainment.</p> <p>Self-evaluation led to a 100% increase in the number of supported study café sessions on offer to young people. Pupils identified the need for these to run throughout the year and in particular, the lead up to the prelim exams. In addition, we targeted a group of S3 pupils and offered transport assistance to support them attend.</p>
<b>Next Steps:</b>	<p>Young people further impacting on learning and teaching to ensure the needs of all are met.</p> <p>Pupil, parent and staff training in the use of SMHW early in the new session.</p> <p>Establish SMHW Ambassadors to support parents and pupils at parents' nights.</p> <p>Create further opportunities for family learning to support home learning.</p>

<b>Priority 2:</b>	<b>Pedagogy and assessment are supporting learning</b>
<b>NIF Priority:</b> <b>NIF Driver:</b> <b>FC Priority</b>	Improved attainment and Closing the Gap Assessment of progress and School Improvement Attainment and closing the gap
<b>HGIOS?4 QIs:</b>	2.3; 3.1
<b>Progress and Impact:</b>	<p>Our aim continues to focus on the further improvement classroom practice as the main vehicle to further support and develop the learning of our young people. In order to achieve this we have been concentrating on supporting and developing the potential and capacity of our classroom teachers. Our research shows that the single most impactful resource we have to influence and improve learning and teaching lies within the quality of the teacher in the classroom. Therefore we have focused on developing in general terms the quality of our learning and teaching across the school with particular concentration on Active Learning methodologies. In particular we have looked at effective feedback as a way of further developing the learners' journey and in particular the clarity and quality of Learning Intentions and Success Criteria as a pivotal starting point. There is a continued focus in both lesson observations and learning walks on the use of Active Learning methodologies and in particular AfL approaches. As well as this there have been several opportunities for staff to engage with in house CPD based on Active Learning approaches and our whole school TLCs have concentrated on sharing quality learning and teaching using HGIOS4 HMIE key indicators as a backdrop. Our most recent In-Service session was used to delivering the sharing of good practice including the importance of lifelong learning and practitioner enquiry as a medium for further developing classroom practice.</p> <p>The observable impact of this focus is reflected in the quality of learning and teaching observed across the school in all curricular areas as well as in the results our pupils are gaining in the senior phase.</p> <p>From a PEF perspective we have been looking at the impact of different active learning approaches as an early intervention strategy for specific targeted pupils including those within our PEF cohort. This is something that will be further developed in the coming session</p>
<b>Next Steps:</b>	Continue to train and develop staff capacity through Active Learning Methodologies Continue to develop specific strands of AifL in particular Feedback that moves learners forward Continued emphasis on sharing good practice at whole school level Further development on practitioner enquiry

<b>Priority 3:</b>	<b>Our Pupil Council is seen to be effective in improving the school.</b>
<b>NIF Priority:</b> <b>NIF Driver:</b> <b>FC Priority:</b>	Improved employability skills School leadership Employability skills
<b>HGIOS?4 QIs:</b>	1.1; 3.1
<b>Progress and Impact:</b>	<p>The Pupil Council has been active in many respects and has impacted on school policy and strategy in a number of ways. These include :</p> <ul style="list-style-type: none"> <li>Regular attendance at Senior Management meetings</li> <li>Having a standing item at Parent Council meetings</li> <li>Suggesting and overseeing the introduction of recycling bins</li> <li>Increasing the number of pupils involved in litter picks</li> <li>Suggesting a colour coded school calendar</li> <li>Suggesting and implementing new signage to departments around the school</li> <li>The creation of a pupil-friendly school map</li> <li>The development of form class quizzes and activities</li> <li>Creating an award winning 'Choices for Life' short film with cluster pupils</li> <li>Identifying repairs and improvements to the school building</li> <li>Introducing the 'Star Teacher' award</li> <li>Relaying of Pupil Council impact by members at assemblies</li> </ul> <p>Discussion with our Pupil Council reveals they feel they have made discernible impact on school strategy. Analysis of findings from the wider pupil body note that in 2016/17, 38% of pupils felt the Pupil Council were good at getting improvements within the school. In 2017/18, when asked if the school listened to their views, 71% responded positively.</p>
<b>Next Steps:</b>	<p>Continue to involve Pupil Council in policy development</p> <p>Continue to highlight impact of Pupil Council to wider pupil body</p>

<b>Priority 3:</b>	<b>Stakeholders participate in the review and renewal of the school vision, values and aims.</b>
NIF Priority: NIF Driver: FC Priority	Improved health and wellbeing and improved attainment Parental engagement and School Leadership Health and Wellbeing, Attainment
HGIOS?4 QIs:	1.1; 1.3
Progress and Impact:	<p>Stakeholders participate in the review and renewal of the school vision, values and aims.</p> <p>Our Parent Council have participate in discussion, considering the school’s vision and values. This sparked discussion between Parent Council members and their young people, leading to an affirmation of the school’s current vision and acknowledgement by the Parent Council that it is well established.</p> <p>Discussion with pupils has been led by the Pupil Council, who considered what the vision means to them, identifying a number of key words as values. These have been circulated to the wider pupil body, with discussion taking place in PSE lessons as to their relevance and suitability.</p> <p>Following this, the refined draft set of values, to complement the vision, will be considered by staff and once ratified will be launched with our wider school community,</p>
Next Steps:	<ul style="list-style-type: none"> <li>• conclude consultation phase</li> <li>• finalise key values to complement the vision</li> <li>• launch and embed</li> </ul>

<b>Priority 3:</b>	<b>Learners experience inspiring learning spaces</b>
NIF Priority: NIF Driver: FC Priority	Employability and attainment School improvement Employability skills
HGIOS?4 QIs:	3.2; 3.3
<b>Progress and Impact:</b>	<p><u>Literacy Learning Space:</u> The Literacy Learning Space is now a full interactive learning environment where our young people – and their families – can engage with Literacy using a variety of technology. The space supports the completion of coursework but, more essentially, the development of key Literacy skills that will impact positively on a learner’s journey.</p> <p><u>Numeracy Learning Space</u> This session we have started to resource the numeracy base and used it to run small intervention programmes with our S1 AC classes. We have also used it for one to one sessions with targeted pupils in senior phase and with Onwards and Upwards pupils. Teacher analysis informed future planning and as a result of this young people were extracted from the classroom setting and were provided with more intensive support.</p> <p><u>Creative Learning Space</u> We have formed a short life working group to design, furnish and lead the strategic direction of our new CLS. This space will be a multi-functioning room whereby a variety of different projects can happen simultaneously. All technology bids have been agreed and purchased and our room will host some exciting new IT, including Green Screens and media software. Many of the furniture and design solutions are still being priced and agreed through procurement. The aim is for the room to be launched in August 2018.</p>
<b>Next Steps:</b>	<p><u>Literacy Learning Space</u> The Literacy Learning Space will be opening to family groups during Session 18/19 where family groups come together to learn and engage with Literacy and develop those essential skills together. We will track the learning progress of the pupils and family groups to measure the impact of their experience in terms of raising Literacy attainment across their full curriculum.</p> <p><u>Numeracy Learning Space</u> Continue to make use of the space to allow one-to-one session; create video tutorials; Numeracy Clubs and host small family learning events.</p> <p><u>Creative Learning Space</u> Launch of the room including policies and booking procedures Link with FH Creativity to direct creativity across the curriculum, beginning with a drawing audit which links to LIT/NUM/H&amp;W outcomes <u>STEM</u> Development and launch of STEM Learning Room</p>

<b>Priority 3:</b>	<b>Learners effectively using ICT to enhance learning</b>
<b>NIF Priority:</b> <b>NIF Driver:</b> <b>FC Priority</b>	Improved attainment, Closing the gap, improved employability skills School improvement, Teacher professionalism and assessment of progress Employability skills,
<b>HGIOS?4 QIs:</b>	2.3; 3.3
<b>Progress and Impact:</b>	<ul style="list-style-type: none"> <li>• BYOD successfully embedded alongside school-based device access</li> <li>• Classroom observations and learning walks confirming effective use to support pupil learning</li> <li>• iPad policy in development, a draft was issued to staff for feedback. 25% of staff responded to the evaluative survey conducted in February.</li> <li>• 50% of respondents use GLOW features such as OneNote and One Drive to allow pupils to save work and to access shared-learning resource</li> <li>• App usage is varied, with evidence that staff are keen to further utilise iPads in lessons to enrich learning and teaching – existing examples include Office apps to organise research (Science, Modern Languages, RMPS), ShowMyHomework to share existing resources used for homework (English), Yammer for home/school communication (DET, Computing), Linguascope and Talking Avatar (Modern Languages) to reinforce vocabulary, green screening with camera/video apps (ML, Computing)</li> <li>• Braes App now fully linked with school website and Twitter, promotions during snow days and at events such as prizegivings has increased downloads – with now over 910 downloads (almost doubled within last year)</li> <li>• Increased utilisation of school website, continues to evolve e.g. link to Braes Onscreen etc.</li> </ul>
<b>Next Steps:</b>	<ul style="list-style-type: none"> <li>• Digital Communications Group to be relaunched/rebranded with a focus on developing staff and pupil Digital Literacy</li> <li>• Staff CPD – in-service and calendared (time made available for) twilight sessions</li> <li>• Develop Pupils As Digital Leaders.</li> <li>• Review of BYOD policy - development of school-wide LI slide (with Braes skills framework highlight for S1-3) with thumbs-up/down indicator</li> <li>• Continue to promote school App</li> <li>• Training of office staff to use Xibo digital signage including schedules showings of Braes Onscreen content</li> </ul>

