

SQR 2022/23

The purpose of the annual Standards and Quality Report (SQR) is to record the successes and achievements in delivering improvement relating to the identified priorities in the improvement plan 2022/23.

This report hopefully provides a helpful summary for parents/carers and other stakeholders, of successes and achievements in academic session from August 2022 - June 2023, and outlines priorities for session 2023/24.

Section 1

Context of the School/ELC Setting

This section should be used to give brief background information in relation to the type of establishment, its size, location, its management structure and staffing, the school community, SIMD, FME, school/nursery roll etc. It should also include some or all of the following: the school's vision, values and aims; local contextual issues; Scottish Attainment Challenge involvement; the Pupil Equity Fund allocation; factors affecting progress (e.g. staffing changes/issues); and outcomes from authority review/inspection etc.

Braes High School: 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 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.

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 estimated to be 1093 pupils in session 2023/24. We have a thriving Pupil Council, Parent Council and an

association from parents and friends entitled Friends at Braes (FAB) who fundraise and support us at school events.

Our three priorities are :

- further improving outcomes for all learners
- further Improving our learning provision
- further enhance our leadership and approach to Improvement

We are clear that our school must continue to look forward, be ambitious and continually seek to improve further. This view is based on the recognition that our young people in school deserve no less than this, and that we as colleagues wish to continue our professional development.

Section 2

Review of progress for 2022 - 23	
Priority 1: Further improving outcomes for all learners	
<p>NIF Priority/Driver:</p> <ul style="list-style-type: none"> School and ELC leadership S/ELC Leadership Teacher and practitioner professionalism TPP Parent/carer involvement and engagement PIE Curriculum and assessment CA School and ELC improvement SI Performance information PI 	FC Service and School Improvement Priority
HGIOS?4 QIs 3.1, 3.2, 3.3, 2.1, 2.3, 2.4, 2.5, 1.2, 1.3	Has this work been supported by PEF? yes/no (If yes , make sure this is explicit in your text)
Progress and impact (based on outcomes for learners) How well are you doing? How do you know?	
<p><u>Focus on Health and Wellbeing</u></p> <p><u>Context</u></p> <p>In Braes High School we are a community that values, supports and prioritises positive wellbeing for all. Wellbeing is at the heart of everything we do in Braes High School and is reflected in our school motto, "Build Respect and Earn Success, Be Part of It". We prioritise the wellbeing of every member of our school community to create a positive environment for young people to achieve success and this is embedded in our ethos and practice which impacts positively on our young people's experience.</p> <p><u>What we did</u></p> <p>Our strategy has three strands:</p> <p><i>Robust structure, procedures and practice</i></p> <ol style="list-style-type: none"> House team structure with weekly, targeted, house team meetings that take place on a weekly basis. Wellbeing referral system that allows staff across the school to identify and record wellbeing concerns and interventions to be applied. Our pastoral structure and approach ensure young people are listened to and can discuss all aspects of their lives while enabling us to assess and respond to wellbeing needs on a universal and individualised basis providing suitable and early support and facilitate appropriate learner pathways. 	

4. Time is given to support productive working relationships across our school community through a range of formats including weekly collegiate self-improvement meetings, practitioner enquiry groups, improvement planning working groups, self-evaluation sessions, staff led CLPL sessions and sharing good practice events.
5. All staff have engaged in professional learning relating to Children's Rights, Child Protection, GIRFEC and The Promise. These actions ensure that we have knowledgeable, informed staff across our school community which leads to pro-active, consistent support for our young people.
6. Young people, S1-S6 inclusive, represent the pupil body on our junior and senior pupil councils, providing pupil voice on strategic and operational planning and progress in school in relation to Wellbeing.
7. Pupil HWB Survey results for individual young people inform Pastoral Head and House Team decisions and sign posting to in school supports such as Key Teachers, school counsellor, Talk To Me, Braes Buddies, extra-curricular clubs, and external supports when required.
8. Young people have access to Pastoral staff, SDS staff and partners throughout their school careers to support decision making resulting in considered and maintained positive destinations.

Promotion of positive wellbeing and self-help, preventative, supports for young people, families and staff.

9. Braes Brightside, our hub of information, signposts to support and wellbeing challenges
10. Promotion of house identity and school ethos through house competition and assemblies.
11. Peer Support programmes: Talk to Me, BrAce Aware, Mental Health Awareness Project, MVP.
12. Respect is embedded in our school ethos and communicated through assemblies, staff professional learning and communication with families. Everyone in our school community is encouraged to treat themselves and others with respect creating a positive learning environment for young people.
13. Restorative approaches are embedded across our school community and used by all staff and at all levels in our daily interactions with our young people. This ensures a calm and solution focussed approach for young people when issues arise.
14. We take opportunities for staff to engage in professional learning relating to trauma - aware practice, nurture strategies, Talk to Me and restorative approaches to ensure staff across our school community are knowledgeable in factors influencing the wellbeing of our young people.
15. We have an in-school pupil support worker (trained counsellor) who is available to work intensively with young people who are facing difficulty.
16. We make use of and work with national and local wellbeing organisations to support young people and families and create our own, Braes specific, supports including Braes Brightside.
17. Gained Gold accreditation, and re-accreditation, as a Rights Respecting School.
18. Young people in Braes High School are given regular opportunities to evaluate their school experiences, through Friday5, Friday Forward and whole school surveys which influence school improvement planning and interventions.

Supportive, timely and appropriate interventions when required for young people, families and staff.

19. Falkirk Adult Mental Health Service parent information sessions
20. Onwards and Upwards referral system with support from Barnardos family Support
21. Referrals to partner services: TogetherAll, Kooth, FDAMH young person service, Barnardo's wellbeing service, Equally Safe.
22. Partnership referral and working with GPs, Intensive Family Support Service, Social Work and CAMHS.
23. Information regarding all of the above supports is also accessible through 'Braes Brightside'.
24. All young people with a learning support need have access to our Pupil Support staff and resources. Strategies to support young people are shared with staff across the school to ensure consistency of approach to support young people to reach their potential.
25. Partners including SDS, CLD, Barnardo's, Active Schools and our cluster primary staff are supported to be involved in all aspects of school life in Braes High School and we ensure they are aware of procedures and have staff to support them in school.

Next Steps

We will continue to prioritise the wellbeing of all members of our school community and look for opportunities to promote wellbeing as the foundation of our school community. In addition, we will create further opportunities for young people to influence our wellbeing strategy in school.

Positive Destinations

Context

Our aspiration in Braes High School is to ensure every young person is leaving to, and able to maintain, a positive destination. In order to fulfil this aim, we have implemented rigorous procedures, fostered positive partnerships and adapted our practice to support young people and navigate challenges.

Every young person matters, we want to ensure that each of our young people is supported into relevant and appropriate opportunities and is leaving school ready for their next challenge.

What we did/Impact

- Tracking - We maintain a close track of all of our young peoples' intended destinations. This information is pulled in S3 and updated each year. The Pastoral Team track these destinations and ensure that courses meet the entry requirements for any progression pathway. These are updated throughout the year when destinations change or are found.
- Partnership working – We maintain positive relationships with various partners, including SDS and CLD, employers, including Ebony Joiner and The Inchyra Grange Hotel, and training providers, including Cloybank, Construct Ed and Professional Salon Training, to be able to provide a wide range of opportunities for young people.
- Volunteering – We have been able to reinstate a number of volunteering opportunities, particularly within our cluster primary schools, where our young people are able to develop the skills they need to take them into the World of Work.

- Course Choice and Careers– We truly believe that correct coursing ensures the young people are more likely to succeed, so being transparent with the pathways they are offered supports them accessing courses where they will remain engaged and will achieve in. We have successfully re-engaged with employers, industry representatives and front-line workers to be able to facilitate our careers and course choice fair in person this session providing face-to-face interactions. We also continue to develop our virtual platform which outlines each of the courses offered across all qualification levels which allows families to discuss course choices and course refinements at home. The platform also includes over 50 videos, from school contacts outlining routes into and job requirements of their roles. This does not replace.
- Post school supports – We work closely with SDS to ensure all young people are sustaining their chosen destination.

Impact

Latest Insight data demonstrates the positive impact of these interventions. We have maintained our previous School Leavers Destination Result (SLDR) in achieving 98% of our young people gaining positive and sustained destinations in session 2021/22

Year	Positive Destination (%)
2019/20	94.23
2020/21	97.69
2021/22	97.34

Next Steps

Next session, we want to develop our DYW strategy further in school to co-ordinate opportunities and support for our young people by scheduling regular meetings with our DYW team and providing drop-in opportunities for our young people. We will also reinstate regular opportunities to discuss young people with our pastoral team.

Supporting families – enhancing equity and reducing the cost of the school day

Context

Onwards and Upwards, our Pupil Equity Funded programme, tracks the progress of young people who are free school meal entitled, live in SIMD 1-4, or are referred by a member of staff. A wide range of staff and pupil facilitated, universal and targeted, interventions are available for young people and their families to remove poverty related barriers to learning, giving young people the opportunity to maximise their potential, regardless of their background.

Our aspirational approach helps remove barriers to progress for protected learners, impacting positively on their learning experiences and outcomes.

We continue to focus on increasing awareness within our school community around the cost of the school day and of the supports available in school to maximise income for families. As well as creating a dedicated COSD section within our school website we have hosted pop up shops, provided parcels for those in need and Braes Backpacks full of resources for pupils joining the school as our new S1. We continue to focus on closing the gap in the classroom through targeting and supporting specific young people with dedicated PEF year leads to ensure every Braes pupil can maximise their potential regardless of their socio/economic background.

What we did/Impact

- Income maximisation - £35,000 of funding secured for families through our income maximisation officer.
- Take What You Need, Give What You Can - trolleys placed throughout the school, within all faculties.
- Cluster COSD working group – we have worked with pupil councils across our cluster primaries to share ideas around the cost of the school day and support the formation of COSD groups in each school. Members of our pupil focus group have presented to young people in primary about COSD.
- Braes Pantry - expanded to offer fresh and frozen items through National Lottery funding
- “Brew and Blether” - established group where Parents/Carers can meet to chat. Parents/Carers attending this group also completed their Level 2 Health & Hygiene certificate to support the introduction of Braes Bistro next session
- Barnardo’s - increased our offering of support to more families
- Columba 1400 - provided the opportunity for 20 young people and staff to attend a Leadership Academy on Skye

Next steps

- Engage with our associated primary schools to continue developing awareness of approaches to reducing the cost of the school day

Enhancing our approach to celebrating success in our school community

Context

Recognising and celebrating pupil success is at the heart of all we do at Braes and is encapsulated in our motto “Build Respect and Earn Success – Be Part of It!” Our school community currently offers a wide range of opportunities for our young people to develop, show case and celebrate success and our vision is to ensure that we continue to grow these opportunities further with input from our full community.

Pupil success is currently celebrated by:

- Awards Ceremonies
- Senior Graduation
- Assemblies recognising personal successes
- Weekly and termly digital newsletter
- Braw Awards
- Rewards Day
- Positive referral system
- School displays and noticeboards
- Clubs, Leadership opportunities and activities (Breakfast Club, BYT, Digital Leaders, Pupil Council etc.)
- Showcase events (Art exhibition, Drama and Dance showcases etc.)
- Celebratory festivities including prom and dances
- Utilisation of achievement e-mail address to allow parent and carers to submit pupil successes directly to school.

- Social Media Platforms,
- Parent council presentations
- 'Not Just a game' pupils sporting achievement publication

Our school has been noted for its emphasis on supporting and celebrating the holistic achievement of young people. For example, Engagement Visits to the school involving Falkirk Council Children's Services and Education Scotland have noted:

- the "highly positive relationships and interactions across the school between staff and pupils" which are "values based"
- that "well-being of pupils is at the core of the school teams' approach."
- that pupils "feel very well supported and are clear that all staff give them very good support"
- that pupils feel that they are able to "contribute to school life"
- that the "level of interest and care in every child is apparent across the school"
- that the "staff team have a drive to embed a culture of ambition and aspiration for the school and its community"
- the schools "range of approaches to achieving equity for all pupils is achieved sensitively, tactfully, supportively and thoughtfully".

As we moved through session 22-23, we continued to use stakeholder feedback and develop work completed by our achievement working group to ensure we were not only continuing to celebrate success but were supporting all pupils to recognise how important their achievements are. As part of this drive, we further developed and utilised our achievement database. All pupils were surveyed during two checkpoints in the year within PSE which allowed them to update the database on any achievements and activities which were important to them. This data was used to celebrate success at various points in the year but to also support any pupils who needed help in recognising their successes. As a result of this database, we also created an app on our Glow launch pad which allows pupils to directly update this database whenever they achieve success. This information also ensure every single young person within S1-S3 were celebrated for their own personal successes.

What we did/Impact

Further developments took place this session to enhance our approaches to celebrating success. These included:

- New S1 and S2 inclusive pupil achievement ceremonies which not only reward pupils for their hard work in school but their achievements out with it
- Pupil achievement further celebrated in our school via new achievement roll call posters, internal TV media and special twitter features
- Bi-annual achievement special edition of the Braes Bulletin which has a specific focus on faculty pupil achievement
- A new Award Ceremony for S3 pupils which will see all young people graduate' from our BGE to senior phase

- New referral options for teachers to input any achievements they feel are relevant for pupils.

Next steps

As we move into next session, we plan to continue to develop our approaches to celebrating success. Including further development of our achievement database and how this information is used to celebrate and support. Further refining our awards ceremonies based on stakeholder feedback and finally, continuing to build on existing practice to allow for all young people at Braes High to celebrate success.

Continuing to develop our learning and teaching

Context

Our approaches to Learning and Teaching is underpinned by our shared school vision and values – that every young person is given every opportunity to succeed and to maximise their potential. In session 22/23 we continue to use a wide range of learning and teaching methodologies enriched and supported by our effective use of digital technologies, Active Learning Techniques and AfL to promote creativity and confidence. All stakeholders are committed to achieving the best outcomes for our young people, especially our pupils, who demonstrate a clear understanding of their learning, and take opportunities to lead learning. Pupils are afforded the opportunity to lead and develop their own learning in consultation with staff, ELT and partners within the school community. Practitioner Enquiry Groups and Collegiate Self Improvement meetings allow high quality conversation and reflection around pedagogy. Staff are aware of the context of our school, and barriers pupils face in their learning, taking steps to ensure those barriers are lessened and removed.

Pupils enjoy enriching learning environments and have a wide range of opportunities to lead learning within the school. Our staff are fully committed to developing highly effective classroom practice, ensuring that pupils experience a wide variety of active learning methodologies, impacting upon improved engagement and motivation.

What we did/Impact

Braes learners experience lessons which are both challenging and enjoyable and well matched to their needs and interests and are well motivated and active participants who are fully engaged, resilient, and interact well in their school community and their learning. Our young people are involved in the ongoing development of our curriculum. Our learners enjoy their learning, engage well, develop relevant skills, can personalise their learning, and progress well as exemplified through continuous trends of improvement of pupil outcomes. Our aspirational approach helps remove barriers to progress for our most vulnerable learners, impacting positively on their learning experiences and outcomes. Pupil feedback through Friday 5/Friday Feed Forward indicates that pupils are happy with the learning provision within classes. Most staff engage with a suite of observation methodologies and pupil feedback to further inform assertions around the quality of learning and teaching within classroom. Staff use a wide range of assessment approaches to suit the needs of learners and to support progression – formative, summative, low stakes, retrieval practice etc.

We have experienced a continuous trend of improving attainment outcomes for our young people as a result of our commitment to high quality learning experiences in the classroom. Across all measures, year on year, we are continuing to close the gap for all learners and are outperforming our VC. (Insight/ Faculty Annual Reviews). Our learners are offered a range of wider achievement opportunities which lead to additional qualifications – 504 additional awards were gained this session. We have a continued trend in outperforming our VC at both L4 & L5 literacy and numeracy attainment. (Insight)

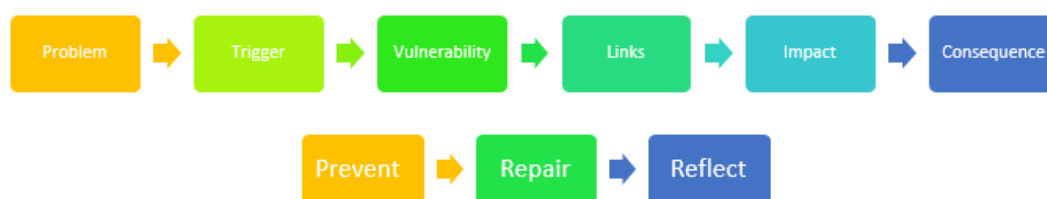
Almost all of our leaver cohort progress into positive destinations.

Next Steps

- Further develop learning and teaching methodologies using professional reading and pupil feedback to inform developments
- Further develop consistent use of effective feedback procedures for use in class
- Enhanced opportunities for families to engage in learning
- Further enhance teacher efficacy through development of Practitioner Enquiry and critical reflection through PEGs
- Continue to provide a wide range of learning experiences and learning methodologies offered, incorporating Active Learning strategies, digital learning and outdoor learning opportunities
- Continue to develop our pupil voice procedures to ensure they impact clearly on learning, teaching and pupil outcomes.
- Continue to promote awareness of different accreditation models across our school community.
- Further develop appropriate curricular pathways for our young people in clear consultation with pupils and parents/carers.
- Continue to promote the importance of 'Putting Faces on the Data' and discussions with learners regarding progress and next steps with learners and parents/carers.
- Develop Progress to further enhance our tracking and monitoring procedures to ensure all staff have easy access to learners and their learning across all subjects.
- Continue to ensure all staff make good use of data and self-valuation to ensure learners progress and learning activities are appropriate.
- Continue to develop the "Braes Standard"

Review of progress for 2022 - 23	
Priority 2: Further improving our learning provision	
NIF Priority/Driver: <ul style="list-style-type: none"> School and ELC leadership S/ELC Leadership Teacher and practitioner professionalism TPP Parent/carer involvement and engagement PIE Curriculum and assessment CA School and ELC improvement SI Performance information PI 	FC Service and School Improvement Priority
HGIOS?4 QIs: 2.2, 2.3, 2.5, 2.6, 1.5, 1.2, 1.3, 3.2	Has this work been supported by PEF? yes/no (If yes , make sure this is explicit in your text)
Progress and impact (based on outcomes for learners) How well are you doing? How do you know?	
<p><u>Continued development of alternatives to exclusion</u></p> <p>The Bridge @ Braes – Alternative to Exclusion</p> <p><u>Context</u></p> <p>Following the success of the 3-day pilot of The Bridge during session 2022_23, the provision has been extended during session 2022_23 to provide support for young people throughout the school week.</p> <p><u>What we did</u></p> <p>The Bridge, launched January 2022, is our alternative to exclusion provision in Braes High School using a combination of restorative approaches, nurture-based approaches and trauma informed practice to support young people to repair harm they have caused in our school community by considering their actions and working towards a positive resolution. This approach works alongside our school values of respect and community to support young people to take responsibility for actions and repair harm.</p>	

Young people are supported by a member of Pupil Support staff to complete the chain of behaviour (included below) to consider the sequence of events, how they can repair harm and avoid any future incidents.



Young people also spend time during the school day completing work for their classes (which is provided by classroom teachers on paper or online) in a quiet, supported environment, with volunteer staff from across the school community, ensuring their learning is not disrupted and they continue to achieve and attain in line with their peers.

86 young people accessed The Bridge during session 2022_23 with 11 young people being supported more than once and 2 young people being supported on a third occasion.

Next steps

- Continue to develop staff expertise in engaging with young people

Review and further development of our curriculum

Context

Strong attainment and creative curriculum development is deeply embedded at Braes and is central to our school's ethos, vision and success. Our Broad General Education offers a variety of opportunities for our young people to develop the skills required across a number of curriculum areas and our young people are able to begin specialising in subjects in S3, leading them on to studying courses which match their career aspiration in their Senior Phase. Our vision in session 22_23 was to further develop and grow these opportunities for pupils in the Senior Phase, in particular focusing on offering curriculum options that allow pupils more choice, flexibility and opportunities to enhance their skills and achieve awards across a variety of levels. Whilst our S5 cohort typically go on to study Highers and Level 5 and 6 SCQF courses, our Sixth year cohort expressed some difficulty with accessing courses which provides them with skills for moving on beyond school.

What we did

In light of the current education review, we focused on two key areas: refreshing our curriculum rationale and diversifying our senior phase curriculum to include further opportunities for young people to study a range of SCQF qualifications and begin promoting greater parity between these NQs and traditional National courses. As such, we now have a refreshed curriculum rational shaped and designed by all stakeholders along with a range of new courses on offer within our senior phase curriculum, including:

- Beyond Braes Level 5/6
- Safe Road Users Award Level 5/6

- Tenancy Level 5
- First Aid at Work
- PC Passport L5
- Fuel Change Level 6
- First Aid Level 6
- NC Communication Level 5

Next Steps

Moving forward into session 23_24 our focus will be to promote and publicise our refreshed curriculum rationale and grow additional Level 6 National Qualifications into our Senior Phase curriculum

Digital Learning development

Context/what we did

We have demonstrated a relentless commitment towards providing enjoyable and well-rounded learning opportunities, which are enriched through the use of digital technologies. We have developed extensive digital resources, invested heavily in new technologies, built staff capacity and enhanced pupil experiences by using digital technology in the following ways:

- ✓ Established effective use of Glow and a range of online packages to deliver a range of learning experiences
- ✓ All young people continue to develop their digital literacy skills across the Broad General Education to support learning across the curriculum
- ✓ Equitable and accessible provision of resources for all – both in terms of access to devices and accessibility on those devices
- ✓ Enhanced capacity and resources through working in partnership with Connected Falkirk
- ✓ Introduction of a virtual reality headset to provide new opportunities for context based learning
- ✓ Improved pedagogy and staff capacity through CLPL programmes
- ✓ Policies to support learning - Digital Learning, Blended Learning, Bring Your Own Device
- ✓ Further policies in development - Digital Futures Strategy by the Digital Working Group
- ✓ Digital Leaders working to ensure pupil led pedagogy and support
- ✓ Effective communication across our community using the mobile app and digital newsletters
- ✓ Digital family learning supported through Braes Bites
- ✓ Accessible online ceremonies and virtual celebrations of success
- ✓ Continually developed technical resources - Upgraded Wi-Fi as well as our Digital Den and Creative Learning Space
- ✓ Embedded digital assessment approaches across the curriculum
- ✓ Use of clickers, Forms and other online tools to support self-evaluation
- ✓ Technology to support ASN – Lexia, Immersive Reader, speech-to-text
- ✓ Online Cyber Security and Internet Safety Information events for parents/carers
- ✓ Multiple partnership working, for example, the Robot Takeover Day with Forth Valley College
- ✓ Broader curriculum pathway (Media; Photography; Cyber Security; Computer Games Dev; Data Science; Digital Media; Digital Skills)

- ✓ Digital wellbeing supported through Braes Brightside and the Digital Wellbeing Day

Our work has been recognised through a range of accreditations and awards:

- ✓ Digital Schools Award
- ✓ Digital Schools Cluster Award – First in Scotland
- ✓ Digital Schools Award for Computational Thinking
- ✓ Digital Schools Award for Cyber Resilience and Internet Safety
- ✓ Digital Wellbeing Award
- ✓ European Digital Schools Award – one of the first in Europe
- ✓ Apple, Google and Microsoft assessed certifications
- ✓ Edufuturists 2021 Staff Engagement & Training Award
- ✓ EdTech 50 Awards 2021
- ✓ The Pearson National Teaching Awards – Digital Innovator of the Year – Highly Commended

Next Steps

Build on current digital learning developments with our digital futures strategy. This will outline our next steps with regards to digital learning, provision, 1 to 1 device usage and continued developments with regards to learning and teaching. The strategy will also focus on the opportunities that artificial intelligence and virtual reality present education

Learning for Sustainability

Learning for Sustainability is embedded both across the curriculum and whole school community. In terms of the former there are a number of examples of departments exploring outdoor learning in their curriculum including Science and Geography who incorporate field work. Social justice, equity and global citizenship are embedded within Modern Studies and RMPS. Both departments foreground a proactive approach to contemporary global issues where learners are able to understand their own impact locally, nationally and international as well as how they are able to take further action. For example all S3 pupils produced projects for the Global Moral Issues Fair this year on an international issue of their choice including climate change, conflict, inequality and racism. Sustainability, biodiversity and climate change have taken an increasingly central role across both stem and non-stem faculties including in the Creative Arts and Humanities. Both faculties have taken an interdisciplinary approach to these themes. For example S2s created papier-mâché birds inspired by an artist who explores habitat loss and climate change through recycled materials. The birds were inspired by particular species and were decorated with placards and messages about the impact of climate change and other environmental issues.

Within the whole school a number of initiatives related to LfS have taken place led primarily by the Eco Committee, Junior Leadership Captains and Senior Rights Respecting School Group. In September the eco committee organised a harvest festival which explored our relationship to culture and place. S1s participated in a number of activities throughout the day including creating hairst knots, interviewing staff and senior pupils about the Braes community, learning about harvest festivals around the world and listening to a storyteller performing local tales tied to the themes of food, identity and place. Eco members have also completed a number of community litter picks this year and have been working on improving outdoor spaces to encourage outdoor learning. Members worked with Falkirk Waste Services to create a banner for the canal highlighting the links between biodiversity and litter prevention. Representatives of the eco group

also attended the Falkirk Sustainability Fair to share the work they did in order to receive a Green Flag Award for the school. These initiatives will continue into the next session with a focus on getting more young people involved in maintaining the outdoor space and increasing its flexibility for different learning opportunities. Eco members will also implement a recycling rota and continue to develop resources around single-use plastics.

During the second half of the year eco members and Junior Leadership Captains participated in a course led by Keep Scotland Beautiful about carbon literacy and became accredited climate ambassadors. They used that experience to develop and lead workshops for all S1 pupils in order to encourage a wider awareness about climate change. Pupils in other year groups also participated in carbon footprint workshops in order to deepen their understanding of the significance of their choices in relation to climate change. Eco members and senior RRS members are now working with Falkirk Council and One Carbon World to participate in the UN Carbon Neutral Now Initiative and develop a plan to become carbon neutral. Members of both groups have used this term to collect data and have received a grant from One Carbon World for that data to be analysed and a detailed plan to be put in place. Next session members of both groups will be working with Senior Management and the council to address each of the proposed targets. They will also be taking a leading role in tracking and evaluating the visibility of LfS across faculties.

Rights Respecting School / Building Racial Literacy

As part of our RRS agenda we have been working in conjunction with the authority on delivering and building our racial literacy awareness. This session we started by creating a working group of pupils and staff with the aim of looking at key terms and the idea of privilege. We completed an audit of the S1 & 2 History & Modern Studies courses to look for possible areas of diversity where possible. We also looked at what was already diverse about the courses. Our next steps are to audit the Geography and RMPS S1/2 courses with the group, looking for possible areas of diversity and what is diverse about the curriculum already.

Maximising Potential for all to Attain

We have continued to develop our monitoring and tracking of young people to ensure they achieve their potential. Our rigorous tracking allows us to identify and implement the right supports to support young people attain. Our middle leaders worked with Kit Gilbert (Education Scotland) last session to ensure we were getting the key messages from Insight and analysing further to ensure we continue to improve.

Staff offer a wide range of supports across the session, ensuring pupils and parents are fully informed of what's on offer. Braes' Brains, our peer mentors, attended weekly Study Cafes from early in the term assisting their peers with their studies. In addition to the weekly Study Cafes, our staff offered 38 subject specific study sessions every week. More intensive study sessions were offered by all faculties after the prelim exams, for example, Maths and English ran a joint study weekend at the start of March. To further assist young people prepare for their final assessments, we ran 129 study sessions attended by 187 young people over the two days.

Our learners attended regular session on offer and say they felt well supported in preparing for their final exams. Our estimated data is slightly down on where we would have hoped for our learners at prelim stage, but we hope to see the impact in the final data in August.

As we prepare to move to a new tracking, monitoring and reporting system next session, we have been consulting with pupils, parents/carers and staff to look at how we can make the information shared with pupils and their parents/carers as clear and helpful as possible. We plan to offer RAP (Rigour, Aspiration and Perseverance) workshops to learners in S4/5/6 pupils to

We will continue to work with our primary colleagues to develop our tracking of the learner journey for our pupils from 3-18.

Professional Learning collaborative update

Professional Learning and Practitioner Enquiry is the main driver of the next stage of our Cluster's ongoing development. As professionals, we know that teacher efficacy has the most significant influence on the learning experiences and outcomes of young people. Teachers within Braes High School are intrinsically motivated to be critically reflective and to engage with new and emerging ideas about teaching and learning. Our staff have shown considerable commitment to the principles of Practitioner Enquiry as outlined in the General Teaching Council for Scotland's *Standard for Full Registration (SFR)* and *Standard for Career Long Professional Learning (SCLPL)*. (2021)

The Professional Learning offer to Braes staff

Recognising the expectations outlined by GTCS for teachers, and the entitlement of all teachers to opportunities for collaboration and enquiry, the offer for Braes teachers is designed to meet key elements of the GTCS Standards in that it enables teachers to :

- ✓ "commit to lifelong enquiry, learning, professional development and leadership"
- ✓ "engage critically in enquiry, research and evaluation"
- ✓ "read, analyse and critically evaluate a range of appropriate educational and research literature"
- ✓ "systematically engage with research and literature to challenge and inform professional practice"
- ✓ "create, contribute to, and lead a collegiate culture, through collaborative enquiry" (GTCS SFR, GTCS SCLPL, 2012)

As a cluster we are committed to a collaborative approach to further improve practice and ultimately outcomes for all our learners. In this academic session we have continued to develop our cluster approach to practitioner enquiry with all cluster staff engaged in the enquiry process. We continue to share through CLPL events the benefits of engaging with PE and the power of sharing developments with colleagues. This was enhanced with an input from Professor Kate Wall from the University of Strathclyde.

As a cluster we appreciate and understand the importance of career long professional learning as a cornerstone of an improvement methodology which has a positive impact on pupils from both an achievement and attainment perspective. We have been immersed in methodologies which engage and motivate learners with a strong focus on what makes the difference in a classroom setting. In the secondary sector we have observed the impact this approach has had on our pupil achievement over a number of years. We have held a long-standing research approach which includes research

from experts such as Dylan Williams and John Hattie which have helped to focus our approaches to improving learning and teaching methodologies. As a cluster we have used this research alongside national policy including the NIF, HGIOS4 and the updated Standards (2021) to highlight the importance of ongoing professional learning including the importance of professional reading which has helped to embed this approach as an ethos and culture across the cluster.

TLCs, PEGs and now C-PEGs have long been a standing focus in our school based working time agreements.

Due to these strong working relationships, we believe the following has been achieved:

- ✓ Staff are engaged in personally identified, self-motivated approaches to CLPL
- ✓ Staff are given the opportunity to self-evaluate, share and critically converse around their practice and any methodologies they have tried within the classroom
- ✓ Staff have built strong connections with cluster staff with the shared aim of improving outcomes for pupils within our shared community
- ✓ Pupils are reaping the benefits of this professional development through the service they receive in the classroom

Next Steps

We will continue to build on our C-PEGs work with more flexibility for staff to choose their enquiry and with some face-to-face meetings.

Further partnership work with Primary cluster colleagues in particular focussing on cluster curriculum development and sharing of good practice.

At Braes High School we will continue to strive to fulfil our vision philosophy and core beliefs to further improve the outcomes of all of our learners through critical self-evaluation measures, consideration and implementation of pupil voice findings and teacher efficacy through a rigorous approach to lifelong learning.

Literacy & Numeracy

What we did

Literacy and Numeracy is the responsibility of all subject teachers and as such, our joint Literacy and Numeracy working group undertook an audit across all subjects to establish the work already being done in other faculties which could naturally provide evidence for literacy/numeracy. This year all faculties were asked to choose a topic/unit of work where they would actively assess literacy and numeracy levels. The English and Maths staff liaised with each faculty to visit CSI sessions to discuss criteria and the selected piece of work. The levels generated were then moderated to form part of the wider tracking and monitoring of literacy and numeracy. At the moment we are moving towards this data being formalised into our Tracking and Monitoring policy which will go home to parents and carers.

This session, we have continued to closely monitor pupils in the BGE, through teacher judgement and SNSA data to identify young people who required interventions in literacy and numeracy to ensure they achieve their potential by the end of S3. SNSA data has also been shared with all staff to ensure that this becomes a collaborative approach.

In addition, we have worked closely with our cluster colleagues to plan the learning to ensure that we are making the transition process as smooth as possible. This has included staff working within the primary cluster schools to improve skills and knowledge.

Impact

Staff have become more familiar with the benchmarks for BGE literacy and numeracy, which has resulted in increased confidence when approaching the assessment of work using the specified criteria.

Our latest S3 authority data collection continues to be in line with our expectations and plans are in place to gather evidence for our most vulnerable learners.

S3	% at L3 or better
Reading	99%
Writing	98%
Listening	98%
Talking	98%
Numeracy	97%

Our Insight data highlights our consistently high levels of Literacy and Numeracy Attainment by the end of S4:

	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
Pupil Gaining Level 4 Literacy by End of S4	99%	99%	98%	99%	99%	98%
Pupil Gaining Level 5 Literacy by End of S4	98%	98%	95%	98%	96%	96%
Pupil Gaining Level 4 Numeracy by End of S4	97%	97%	98%	100%	97%	98%
Pupil Gaining Level 5 Numeracy by End of S4	74%	75%	90%	92%	88%	86%

Next Steps

- Extend and embed a tracking system into the whole Broad General Experience.

- Provide updates on progress being made in school with this area of development.
- Develop family learning sessions with the focus being on learning together and provide opportunities to explore how best to support their young person at home.
- Learners being given opportunities to reflect on how they have used literacy and numeracy skills across the curriculum.
- Strengthen links already in place with Cluster primary schools to allow for a more progressive 3-18 curriculum.

Focus on professional learning

What we did?

Braes High School runs an extensive programme of in-house CLPL sessions. Our programmes are delivered online as well as in person with a focus of improving learning and engagement and in particular active approaches to learning. Staff have led sessions offering their expertise on a range of teaching strategies. Each programme includes around 5-10 sessions under a particular theme. These sessions are recorded and uploaded to our whole staff Team page to reach a larger number of practitioners. This gives staff the flexibility to engage with the learning at their own pace. Furthermore, as part of our reflective practices, we have uploaded snippets of some sessions to our website with the aim of sharing good practice.

Impact

Following each programme there is the opportunity for our stakeholders to provide feedback regarding areas of strength and areas of development. This includes feedback from pupils, parents and staff. Working collaboratively as a learning community gives us the opportunity to further improve our learning and teaching strategies and, in turn, ensures a positive outcome for all learners. The impact of these programmes is evident in the attainment of our young people, with pupils performing either in line with or above expectations in relation to perceived deprivation, and achievement in Literacy and Numeracy significantly outperforming expected standards by pupils deemed to be our most deprived, and also among those pupils with Additional Support Needs. After each CLPL programme, staff have the opportunity to provide feedback on each session and suggest further areas to be included. In our most recent feedback form, our overall effectiveness scored 4.8/5. It is worth noting that this approach has been recognised with the awarding of Excellence in Professional Learning from the GTCS.

Next Steps

In session 2023-2024, we aim to further develop the focus of our CLPL programmes on Active Learning in the Classroom. This will coincide with the launch of our refreshed approaches to the basics of learning and teaching – The Braes Standard which will be an interactive working policy

based around the expectations within learning and teaching at Braes High School. There continues to be an appetite amongst staff to collegiately work and refresh our knowledge on active learning strategies to promote engagement and attainment in the classroom. We are continuing to add recordings and reading materials to our CLPL website. This resource will also be used during our ERD process.

In addition, during our self-evaluation process, some colleagues have requested the use of podcasts to deliver our CLPL sessions. We aim to start using podcasts as an additional resource in session 2023-2024.

Self-evaluation Leaders

What we did

This year, our pupil self-evaluation group has been composed of representatives from across all year groups. Initially, discussions within the group were based around what they wanted the focus of the group to be and their aims for school improvement. They analysed 3 themes from the HGIOURS documentation: Relationships, Learning and Teaching and Health and Wellbeing. They worked collaboratively to discuss areas of strength and areas of development within these themes. The group have also taken a leading role in developing pupil voice through our Friday Feedforward programme which asks questions of pupils with regards to the learning and teaching they receive in school. They have delivered their findings at whole staff in-service session. The group have also taken a leading role in developing our consultation processes with the aim of adding their findings into our School Improvement Plan (SIP) this includes consulting pupils and staff and delivering sessions to our wider school community based on their findings.

Impact

By taking the time to talk to all year groups through their pupil friendly self-evaluation survey, the group recognised that pupils felt valued. The surveys were pupil led therefore opened up an opportunity for pupils to be honest and feel comfortable giving their opinion. The group have received excellent responses from all year groups highlighting both strengths and areas of development in relation to the SIP. The members of the group have increased their awareness of policy documentation and have confidence in their ability to drive forward self-evaluation.

Next Steps

Our Self-Evaluation Leaders will aim to further develop their consultation processes and will merge with our pupil council to widen the impact of pupil voice across the school to further impact on positive change.

Section 3

Key priorities for School Improvement Planning 2023- 2024

This section should articulate with the school improvement plan for the forthcoming session or plan cycle. It should focus on a small number of key improvement priorities which will be expressed as outcomes for learners (as they will appear on the strategic overview of the new improvement plan).

Key priorities for improvement planning 2023-24

Outcomes for Learners Improving Learning Provision Leadership Approach to Improvement

- Continue to support the wellbeing of all in our school community
- Further maximise potential of learners within the broad, general education
- Further develop our young people's study skills
- Continue to support our young people into appropriate, positive destinations
- Further develop our Onwards and Upwards programme to ensure more equitable outcomes for all learners
- Further enhance Literacy and Numeracy outcomes for our young people
- Wider achievement and participation – further develop how we track and support pupil engagement
- Refresh our Braes Standard of Learning and Teaching
- Building Racial Literacy – next phase
- Further develop our learning for sustainability
- Refine and relaunch of Braes Skills for life, learning and work
- Further enhance of approaches to digital learning
- Further develop appropriate learner pathways in the senior phase
- Ensure pupil voice positively influences decision making and development in our school
- Further develop our support for neurodivergent learners
- Consider and refine our approach to home learning
- Review and refine tracking and reporting of learner progress
- Enhance our approaches to outdoor learning experience for all young people
- Refresh our opportunities for staff leadership roles
- Build on our approaches to practitioner enquiry
- Further enhance cluster curricular development

What is our capacity for continuous improvement?

A brief statement that reflects your current evaluation of your school's capacity for continuous improvement. This should link to each of the QIs you have graded below.

What is our capacity for continuous improvement?

As a school committed to critical reflection, with a well-established cycle of school improvement and self-evaluation activity, we are confident in our ability to continually build on and enhance the experiences and outcomes for our young people. These processes, combined with our investment in professional learning for all those who work with young people in our school give succour to this assertion. Similarly, the combination of quantitative data outlining continuing improvements in the outcomes for our learners, our analysis of areas in which we can improve further, and qualitative observations from an array of evidence sources, also supports our belief in our capacity to develop

further as a school. In addition, the contributions of those who work with us, colleagues from our local authority and Education Scotland, parents/carers and community partners reinforces our aspiration to continually develop. Finally, the positive ethos within our school, resting heavily on the positive attitudes of our pupils, allows us to conclude that we have the ingredients necessary to ensure the young people of Braes High School grow and learn in an ambitious and critically reflective school.

Summary of Self-Evaluation – Reference QIs

Primary / Secondary Self-Evaluation of the Core HGIOS?4	
	Self-Evaluation Grading
1.3 Leadership of change	5
2.3 Learning, Teaching & Assessment	5
3.1 Ensuring Equality, Inclusion & Wellbeing	5
3.2 Raising Attainment & Achievement	5