

Braes High School



Standards and Quality Report

Session 2019-2020



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.



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 1022 pupils and our staffing complement remains at 80 class teachers. We have one part time Librarian and one part-time Library assistant 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.



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Further improving outcomes for all learners

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- Further improving our learning provision

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- Further enhancing our leadership and approach to improvement



Priority 1:	Learners making continuous and positive progress in Numeracy
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><u>Headline Figures:</u></p> <p><u>S4 Level:</u> % Level 4 Numeracy - 100% % Level 5 Numeracy – 90%</p> <p><u>S5 Level:</u> % Level 4 Numeracy - 98% % Level 5 Numeracy – 89%</p> <p><u>S6 Level:</u> % Level 4 Numeracy - 100% % Level 5 Numeracy – 98%</p> <p>The STEM Faculties have linked closely this year in order to audit courses and build stronger links across subjects. From this we have implemented changes to ensure standards for numeracy are being taught at relevant times to ensure consistency across the faculties. We also produced a numeracy tracking spreadsheet to ensure that skills are being tracked across and throughout.</p> <p>This session saw the first implementation of our family learning numeracy programme aimed at S3. Each week there was a focus on a particular mathematical topic and explored a range of interactive resources to improve numerical skills and confidence (both for the pupils and parents) in an effort to raise attainment. Please note that we have received very good feedback from the pupils and parents that have attended this programme. The attendees of the programme were engaged in the set tasks and increasing their ability and confidence in the topics explored. Interaction between parents and young people was high and positive. The ethos of the events being ‘fun’ and ‘formative’ is well received.</p> <p>Each year we celebrate National Numeracy Day, however, this year was particularly special as we were able to come together as a school and celebrate and promote this throughout lockdown. To celebrate National Numeracy Day, staff across Braes High School set the Braes pupils, families and the wider community a number of challenges to get involved in which were all well received and we had a lot of fun together!</p> <p><u>Department Numeracy</u></p> <p>The department have continued to engage in professional learning to ensure teaching includes improvement methodologies throughout the curriculum. Staff who have attended training sessions, feedback to the full department to ensure consistency in learning and teaching. This session this has included box methods for multiplication and division and bar modelling for fractions and percentages.</p> <p>Throughout the BGE course we continue to have a focus on numeracy skills. In S1 and S2, our pupils take part in the Numeracy Ninjas programme to enhance their numeracy skills on a daily basis. We have also redeveloped the BGE course to ensure more application of the numeracy skills and further develop skills for work.</p>

Priority 1:	Learners making continuous and positive progress in Numeracy
	<p><u>Looking outwards</u></p> <p>This session we invited Chris McKenna from Count on Us Education Ltd to come in and deliver a session on Numeracy Blueprints to the Authority High Schools and their Cluster. This collaborative session focused on methodologies to implement across level 1 - 4. Feedback was well received and this was a great way for the primaries and secondary schools across the authority to come together to share good practice and work in collaboration – an excellent event!</p> <p>Several staff also delivered sessions to colleagues from the authority during the in-service day in February. This allowed us to share good practice and learn from others in the authority. Several staff have also been involved in Regional Improvement Collaborative projects focused around learning and teaching methods to improve attainment in numeracy.</p> <p>As part of the continued celebrations for Scottish Maths Week, our Numeracy Leaders visited a cluster primary school to deliver sessions and support the young people enhance their numeracy skills. This was well received.</p>
Next Steps:	<ul style="list-style-type: none"> • Developing a 3 – 18 Curriculum working closely with Cluster Primaries • Meaningful Numeracy across Learning • Family Engagement

Priority 1:	Learners making continuous and positive progress in Literacy
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>Headline Figures:</p> <ul style="list-style-type: none"> • Performance in Literacy at SCQF Level 4 is 99% • Performance in Literacy at SCQF level 5 is 97% <p>Staff have been making good use of all data streams to inform teacher judgement and ensure support measures and appropriate interventions are in place to support pupils with their literacy. The Faculty have maintained strong links with both the pastoral team and Support for Learning staff to ensure that all pupils at Braes High School have the opportunity and resources to achieve their potential.</p> <p><u>Reading Schools Accreditation Pilot</u></p> <p>This year Braes were one of three secondary schools in the authority to sign up for the Reading Schools Accreditation Pilot set up by the Scottish Book Trust. Reading Schools is an accreditation programme to help schools build and sustain a reading culture. As</p>

Priority 1:	Learners making continuous and positive progress in Literacy
	<p>reading is one of the key skills which is firmly embedded within literature, we feel that it is key to make sure that we have pupil literacy ambassadors to help reinforce this message across the school and community. It has also been great to see the whole staff get involved with initiatives such as 'The Big Book Swap' and 'Book Cover Doors'. This year the school was on track to achieve a silver award. As the evidence collection has been pushed back until December 2020 it has given the Faculty a chance to continue to promote a love of reading through our digital literacy journey on Teams.</p> <p><u>Family Learning</u></p> <p>Our CAP@BLE family learning sessions for S2 parents and carers focused on the ways to support young people with their studies and highlighted the variety of skills and knowledge required to be successful in literacy as they progress through the school. These fortnightly sessions were well received by parents, provided practical advice and enhanced the partnership working with families. In addition, the resources provided helped guide families on literacy strategies and how particular topics are taught within the Faculty. It was encouraging to see the confidence grow among the families as they tackled different genres of writing, RUAE and various communication skills.</p> <p><u>Working with our Cluster Colleagues</u></p> <p>This year the Cluster were working within PEGS (Practitioner Enquiry Groups) focusing on development and projects within our individual schools which was supplemented by undertaking the same professional reading on subjects such as visible learning (John Hattie). We continued to work collegiately to develop stronger links between primary and secondary schools to ensure a smoother learning transition. In particular we focused on levels 1 and 2. We were able to share ideas and materials that focused on the support and assessment of writing – particularly at these lower levels. This enabled the Faculty to continue to produce differentiated materials to support pupils at all levels during the transition process.</p> <p><u>Closing the literacy gap for young people with additional Support Needs</u></p> <p>We continue to work closely with our Pupil Support Faculty to reduce the literacy gap through work with cluster primary schools to introduce Lexia software. This year the S1 assisted class used the Lexia software for one period of English a week. This helped improve not only their literacy skills but also their confidence. Braes Our Reading with Dogs programme went from strength this year after our partnership with Canine Concern Trust Scotland began in October 2018. The partnership has been developed to explore Literacy support with "Reading with Jamie". The assisted class used the Literacy base in the Faculty each week to meet Jamie to read aloud, discuss their book and get some reading homework. There was a significant increase in confidence and resilience among the pupils. The pupil's fluency and accuracy of their reading also improved as the year progressed.</p> <p><u>Response to Covid-19</u></p> <p>As a result of Covid-19 and the implications of lockdown the Faculty continued to promote and cultivate literacy skills through digital platforms including MS Teams and SMH. The Faculty were able to produce a suite of resources that were shared and tailored to individual classes. The promotion of reading continued throughout lockdown with the help of our librarian Anne Ngabia. Some of the example are the virtual RED Book Awards and a shared reading project between both Braes and Grangemouth pupils.</p>

Priority 1:	Learners making continuous and positive progress in Literacy
	<p>Mrs Ngabia also recorded stories which were shared with classes through Teams. We also used Sway to ensure that pupils were aware of how to access the vast amount of free resources in relation to books and reading. With the change of timetable, instead of launching into senior courses, we focused on skills based work that would both build on prior knowledge and start to prepare pupils for national qualifications. A critical factor in improving literacy skills during COVID-19 and beyond will be to ensure that initiatives are flexible and adaptable in both the classroom and digital formats.</p> <p><u>Pupil Support:</u></p> <p>A variety of resources have been utilised to continue supporting our pupils including the Lexia programme, assisted Curriculum Classes and Support with Learning classes supported across Literacy and Numeracy in BGE. The Best of You Base and The Shore have offered a space for young people who are struggling in mainstream classes to continue to make progress in Numeracy and Literacy. This is facilitated through the close partnership work of Mrs Murray, Mrs McIntyre and the relevant Faculty Heads. Dyslexia-friendly strategies have been embedded across the school, including the use of electronic readers in classes and for assessments.</p>
Next Steps:	<ul style="list-style-type: none"> - To continue to work with colleagues from the RIC as part of our commitment to professional enquiry and providing the highest quality of learning and teaching for our pupils. - Continue to gather and submit evidence so that we can achieve a silver award for the Reading Schools Accreditation. - Produce a literacy based code of conduct for pupils to engage with when utilising Teams. It is important that we respond and adapt to the changing landscape both socially and educationally. It is important that basic literacy standards remain high as we engage with more digital literacy. - Continue to build digital literacy skills and confidence for both staff and pupils. - Continue to share standards with staff across the cluster and the curriculum through next session to up skill staff so that they are confident in their assessment of literacy outcomes. - Use S3 SNSA data information in conjunction with class tests to identify barriers and highlight the correct pathways for individual pupils.

Priority 1:	We are continuing to enhance whole school attainment
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>Through a focused tracking programme, identifying the most appropriate learning pathways of pupils and augmenting the array of qualification undertaken, our young people have demonstrated their abilities and potential through strong patterns of attainment and achievement. When considering purely National Qualification attainment, we can see a shift forwards for our young people in S4, with 95% of all S4 pupils now attaining at least five National Qualifications at Scottish Qualifications Framework (SCQF) Level 3 or better. Similarly, attainment at SCQF Level 4 is also progressing, with 89% of S4 pupils achieving at least five qualification at this level. Likewise, at SCQF Level 5, 63% of pupils have achieved 5 or more qualifications, a record high for the school and further evidence that pupils are coping with the increased number of qualification being studied in S4.</p> <p>For our S5 pupils, we can again see progress with 63% of pupils gaining at least 1 award at SCQF Level 6 (Higher). This figure demonstrates a consistency in this measure, in line with performance over the last 5 years. 49% of pupils gained 3 or more award at SCQF Level 6, a record high for Braes High School, but also broadly in line with performance in this measure being 40% or more. A further record high can be seen from the measure for 5 or more awards at SCQF Level 6, which although slightly down from the previous session, is reflective of the strong performance of this cohort at National 5 level in S4.</p> <p>Maximising potential at S6 level has been an area of focus for our school. Although we appreciate that raw percentages can be affected by other factors, it is pleasing to see our S6 pupils build on their strong S5 performance, adding to their achievement. Performance at SCQF level 7 Advanced Higher) remains steady, with 17% of pupils gaining at least 1 Advanced Higher, while 42% of S6 pupils have achieved 5 SCQF Level 6 awards or more, maintaining an improved figure in this measure. The percentage of pupils gaining at least 3 awards at SCQF Level 6 or more has risen to 53%.</p> <p>In addition to this we have seen a continuing increase in achievement in other forms of accreditation. Achievement n Scottish Studies has grown considerably with 116 pupils achieving awards at SCQF Level5 in this qualification. In addition, the development of Leadership qualifications continues with 34 pupils gaining a leadership Award at SCQF Level 6. Young people have also gained awards at SCQF Level 7 in SFA Refereeing and in a variety of awards delivered in conjunction with Community Learning and Development.</p>
Next Steps:	

Priority 1:	Our school further develops as an inclusive learning environment celebrating diversity
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
Progress and Impact:	<p>Our Improvement Plan focused on ensuring that our school continues to flourish as an inclusive and diverse learning community. We continue to focus on supporting attendance; implementing a system of referral, recording and reporting on bullying incidents in line with Respect Me and offering a safe, supportive and nurturing space through our Best of You and Shore spaces, facilitating individualised learning and support plans and implementing alternative qualifications leading to over 100 units or course awards being presented through the department.</p> <p>The Onwards and Upwards Project continues to support projects across the school community as part of the Braes Attainment Challenge in addressing equity in learning for all young people. The following are some examples of the work complete before, during and after school closure to support our young people and their families:</p> <ul style="list-style-type: none"> • Pop Up Shops A series of reduce, reuse, and recycle pop-up shops were held across the school year. These focused on the environmental impact of "fast fashion" and encouraged people having a clear out to donate items in good quality to be used again. Our first pop-up shop focused on winter clothing and was closely followed by a Prom pop-up which not only gave pupils access to free prom suits, dresses and accessories but also established a partnership with Forth Valley College's Hair & Beauty Therapy courses to provide free hair and make-up appointments for young people before prom. Finally, on confirmation of school closures, we held a "Pass the Time Pop-Up Shop" to provide books, activities, games, as well as food and toiletries free and available to all. • Braes Learning Together Family Group created a Family Room for Parents/Carers and families to use when in school. The space is designed to be a warm, welcoming, and accessible space to help Parents/Carers and family members feel comfortable in school. • School closure support provided over 60 emergency parcels, Bake at Home and Meal Packs (Bake at Home and Meal packs were provided by our Home Economics department). Before the end of term 35 young people received a Braes Backpack. • Making Positives Choices We continued our programme with a new cohort. This programme to support young people to build resilience, practice mindfulness and provide them with the skills necessary to make positive choices in day to day life. <p>Following are further examples of projects within our school community:</p> <ul style="list-style-type: none"> • Equalities at Braes, a pupil led group in school, gained the Bronze Charter from LGBT Youth Scotland in recognition of the work completed in school to raise awareness and support diversity in our community. The group led celebrations for LGBT History month and the UN International Day for the Elimination of Racial Discrimination. • Caring and Compassionate Community Three members of staff selected from across the school community embarked on the Caring and Compassionate Community programme to further support consistent use of nurture strategies in every classroom.

Priority 1:	Our school further develops as an inclusive learning environment celebrating diversity
	<ul style="list-style-type: none"> • Pupil Support staff delivered workshops for staff in school and across the authority addressing a wide range of additional support need including dyslexia and autism while providing accessible information and classroom strategies to support all learners in mainstream classes to overcome barriers to learning through our quick guide and pupil specific case conferences.
Next Steps:	<p>Pupil Equity Funding will continue with a focus on addressing the cost of the school day for young people and their families and to support attainment and identification of progression pathways for vulnerable learners.</p> <p>Making Positive Choices will run a series of groups through the session to support young people in their return to the school community.</p>

Priority 1:	Learners developing as responsible citizens.
NIF Priority: NIF Driver: FC Priority	School Improvement Parental Engagement
HGIOS?4 QIs:	1.1, 2.1, 4.1
Progress and Impact:	<p>Braes High began its Rights Respecting Schools journey in September 2016, achieving Bronze level in the December; Silver in June 2017 and Gold in January 2019. The accolade is given to schools that have fully embedded the UN Convention on the Rights of the Child in their policies, practice and ethos. The school has always had a vision that put children at the centre of decisions that are made, for example, through a strong pupil council, and children’s rights are at the heart of the very ethos of Braes High. RRS puts children’s rights at the heart of the curriculum and school life, so it has been an important journey for Braes High because it has continued and galvanised a focus that was already in place. A Rights Respecting School is a place where pupils can all feel confident in themselves and their ability to use their voices to raise awareness of global challenges. It gives them confidence that their opinions matter and, by extension, that they matter.</p> <p>The Gold evaluation, completed by Gerry McMurtie, Senior Advisor for RRS stated that: “It was evident throughout the visit that Braes High places great importance on children’s rights and that the UN Convention on the Rights of the Child (CRC) informs its practice throughout the school.”</p> <p>He identified the school’s particular strengths as:</p> <ul style="list-style-type: none"> • A clear strategic commitment to the principles and values of the UN Convention on the Rights of the Child (CRC) • A very supportive, nurturing and caring learning environment, underpinned by a respect for the rights of all members of the school community <p>Humanities Faculty:</p>

Priority 1:

Learners developing as responsible citizens.

Global citizenship and the social, economic, political and moral issues and implications that surround Humanities are at the very centre of the faculty's vision – to do what is right for the young people's education in its broadest sense.

Examples include:

In faculty:

- Climate change in Geography
- Child soldiers and refugees in Modern Studies
- Morality questions in RMPS
- Genocide education in History

In extra-curricular:

Staff members in the faculty lead Rights Respecting Schools and the Equalities Group. Examples of the pupils being given opportunities to read about, understand, question and participate in being global citizens are:

- The Wee Sleep Out – raising awareness of homelessness
- Link with Tabeetha school in Tel-Aviv, Israel – the only school in Israel to accept Jewish, Muslim and Christian children
- LGBT+ display – learn about important LGBT+ people across the world The school the LGBT Scotland's Bronze Charter mark.
- Hasan Hasanovic – Srebrenica genocide survivor spoke to S3 pupils from Falkirk and Clackmannanshire secondary schools

Equalities Group

Our pupil led equality group, supported by staff attained the LGBT Scotland's Bronze Charter mark while supporting LGBT+ learners to engage and succeed in school. A group of senior pupils will be leading the school towards Silver during 2020-2021

Pupil support:

In March 2020, two S1 pupils participated in a Dyslexia Awareness event organised by Falkirk Council's Additional Support Needs Team. They got up on stage at Larbert High in front of P7 pupils and their families, and answered questions about how they have overcome barriers to learning at Braes High.

Pupils in the Positive Transitions Group took ownership of key projects this year such as: designing a graffiti wall and renovating the common room at The Grange Community Centre; Green Space Project and a Youth Scotland Project.

Priority 1:	Learners developing as responsible citizens.
Next Steps:	<p>The next steps for RRS to maintain and build upon our Gold achievement are:</p> <ul style="list-style-type: none"> • To continue to carry out curriculum reviews at all stages to ensure coverage and increased depth of learning about rights • To continue to support pupils to actively campaign on issues of importance to them. Introduction of SafeBae – to raise awareness of sexual violence and educate high school pupils. Braes is the first school in Scotland to participate in this project • Ensure that links are consistently being made between children’s rights and learning about sustainable development and global citizenship • As the first Secondary school in Falkirk to achieve Gold, act as an ambassador for RRS and support and encourage schools across the cluster, and the wider Local Authority area. Support in being given to schools in the following authorities: Falkirk, North Lanarkshire, South Ayrshire, Glasgow City, Moray

Priority 1:	Learners making continuous and positive progress in Health & Wellbeing
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>The Health & Wellbeing of our young people continues to be at the centre of everything we do in Braes High School with a focus on supporting emotional wellbeing alongside physical health. Pupil led and implemented programmes continue to provide support and guidance for fellow pupils; Talk To Me encourages young people to approach senior pupils and staff who display our logo to address concerns; Mentors in Violence Prevention, senior pupils prepare and present workshops addressing topical issues with junior pupils supporting them to make good choices; Managing Strong Emotions groups completed short term courses throughout the session supporting pupils who have suffered bereavement or loss.</p> <p>Braes Breakfast Club had a fantastic year winning not only "Best Breakfast Club in Scotland" but "Best Breakfast Club in the UK" in Kellogg's Breakfast Club Awards. The breakfast club is a vital support for our young people in providing the best start to the day for the young people at Braes. Pupils can come along, select ingredients and make themselves a healthy breakfast to start to the day. Pupil Equity Funding has provided every pupil entitled to free school meals with a free Breakfast Club loyalty card.</p> <p>Pupil Support welcome young people with autism, anxiety, or significant barriers to learning to The Shore and the Best of You Base at breaks and lunchtimes. Pupils have fed back regularly that they see these spaces as being safe spaces where they can build friendships and explore areas of interest.</p> <p>Young people were invited to participate in preparation of food in our kitchen, with the support of Mrs MacGrain (SfLA). Pupils learned to make healthy soups and snacks and</p>

Priority 1:	Learners making continuous and positive progress in Health & Wellbeing
	<p>developed their confidence not only in cookery, numeracy and communication but also in customer service skills.</p> <p>Over 40 staff from across the school community and curriculum embarked on Understanding Children and Young People’s Mental Health qualification through North East College Scotland enhancing our capacity for support.</p> <p>Onwards and Upwards has continued to support the wellbeing of young people in our school community. Following are some examples of the projects and services we supported.</p> <p>Barnardo’s Listening Service positive contribution last year was clear for our young people. This year Barnardo’s have worked with a small group of pupils and their families to support engagement and access to learning opportunities both in school and out.</p> <p>Explore continues to offer pupils in S1-S3 active learning experiences and skills development in the outdoors. This year saw the expansion of the programme after a successful introduction last session.</p> <p>Our Summer programme successfully ran in Summer 2019 in partnership with Community Learning Working providing activities one day a week throughout the Summer break. The programme was adapted this year given the Coronavirus crisis to a digital model that provided a link to school and access to free challenges and activities.</p> <p>Braes Buddies, our team of therapets, work one to one with pupils as well as supporting English classes. Jamie has had a remarkable impact on the health and wellbeing of our young people as well as their literacy skills. Dexter regularly visits Forth Valley Hospital and has been supporting students as part of the Open Doors programme led by Cheryl Butler, our school counsellor.</p>
Next Steps:	All young people in Braes High School will complete a wellbeing survey to assess the impact of COVID 19 and school closures. Ongoing tracking of young peoples’ HWB will take place across the session.

Priority 1:	Learners are developing their readiness for the Young Workforce
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
Progress and Impact:	<p>We continue to offer a wide range of experiences which provide opportunities for young people to develop a range of skills and gain insight into the world of work to help inform their career choices. Our skills framework was refreshed last session with staff referencing the skills being developed in lessons and encouraging discussions to assist our pupils' understand their skills development.</p> <p>Across all year groups, our students are well versed in the use of My World of Work, which gives online advice on career information. In addition, our Course Choice and Careers' Fair (November) has continued to grow with a vast array of career pathways being shared by our parents, partners and friends of Braes.</p> <p>Our Transitions programme has evolved and now runs for groups of pupils in S3 to S5, building employability skills and developing a greater understanding of employment in our community. We were also pleased to open the doors to our Community Café, with S3 pupils demonstrating their hospitality skills gained from the pilot programme run in partnership with Forth Valley College. Eleven S3 pupils successfully gained their L4 Hospitality award as a result.</p> <p>The following list further examples the experiences and opportunities our young people were part of last year:</p> <ul style="list-style-type: none"> • College partnerships (Foundation Apprenticeships) 23 pupils • Career Ready – four of our pupils graduated from the two year programme which involved them having a work mentor, completing an internship and attending a series of master classes • Mark Scott Leadership for Life – three of our sixth year pupils worked with pupils from across Falkirk to deliver a community project • Ineos – seven senior pupils took part in a 3-day work experience to gain insight into the world of engineering • MMI Workshops- five pupils in S6 took part in the workshops designed for potential Medicine/Dentistry students • Beauty Workshops – sixteen pupils took part in a 10-week course run by a local business woman, Megan Vause. The programme gave them an insight into the hair and beauty industry and led to an employability award • Four of our students participated in the Arnold Clark's Girls with Skills programme which highlights the various career pathways in the car industry and attempts to address the gender imbalance. All four of our girls offered work experience, potentially leading to an apprenticeship as a result • Business in the Community – Our Doosan Babcock partner delivered our fifth course to twelve students in S4 engaging them in interview practise, personal awareness and team building in preparation for their transition beyond school
Next Steps:	To continue to find new ways of providing these opportunities and experiences in a safe and manageable manner to ensure our young people are well prepared for their next steps and we continue to achieve positive and sustained destinations for all our young people.

Priority 1:	Learners developing their readiness for the world of work
NIF Priority: NIF Driver: FC Priority	School Improvement Parental Engagement School improvement
HGIOS?4 QIs:	1.2, 2.2,2.3, 2.5, 2.7, 3.2, 3.3
Progress and Impact:	<p>Teachers from the Science Faculty took part in a shared CSI meeting with the other STEM faculties to develop as shared understanding of tracking numeracy outcomes to improve the integration of numeracy skills across each faculty.</p> <p>Moving forward we will continue to host CSI meetings across the STEM faculties to support development of a shared approach to teaching of numeracy outcomes.</p> <p>We will also continue to build on moderation consultations between English Faculty and Science Faculty to further develop interdisciplinary learning opportunities for pupils.</p> <p>A STEM tracking and monitoring system for all S3 pupils was developed which allowed staff to access information on pupils' progress in STEM subjects and numeracy outcomes.</p> <p>Next Steps: Further develop tracking and monitoring of STEM in S3 to inform and support progression pathways as pupils choose courses for S4.</p> <p>Research was carried out into 'unconscious bias' that can have an effect when thinking about gender balance in STEM subjects and how this can be overcome. This was publicised at the course choice events held for each year group and at the Careers Fayre held for S3 pupils and their Parents/Carers.</p> <p>The Science faculty hosted a Digital Learning Evening highlighting the digital resources available to families to support the learning of their children. This highlighted the use of TEAMS, OneNote and GLOW and allowed family members to get some 'hands-on' experience in using these resources.</p> <p>STEM</p> <p>Pupils in our BGE have engaged in motivating and challenging inquiry-based and experiential STEM learning experiences, such as the Shell Bright Ideas Challenge, Dragonfly at Heriot Watt University and Girls into Physics and Engineering run by the Institute of Physics. Learners are becoming increasingly resilient, confident, and independent in their learning.</p> <p>Our senior STEM Ambassadors have led and supported many events in Braes High school and in the associated primaries, such as open afternoons, primary workshops, including Maddiston Science week, and presenting to parents during the P7 transition evening. STEM careers were promoted by attending the S3 careers fair and by having visiting speakers from a diverse range of STEM careers including electrical engineering, chemical engineering, nursing, physiotherapy, and hospice care. Families are gaining an understanding of STEM skills, careers and pathways.</p>
Next Steps:	We are continuing to build effective partnerships with employers such as Doosan Babcock, NHS Forth Valley, Scotrail and Forth Valley College.

Priority 2:	Our Senior Phase provides appropriate and challenging opportunities for all pupils.
NIF Priority: NIF Driver: FC Priority	School Leadership Performance Information School Leadership, improving attainment
HGIOS?4 QIs:	2.2, 2.3, 2.4, 2.6, 2.7, 3.2
Progress and Impact:	<p>Our current S4 curriculum was reviewed in session 2016/17 resulting in us increasing pupil options from five to six in session 2017/18. This had a significant impact on pupil attainment at level 5 and has to some extent, increased pupil choice and flexibility as they progressed in S5. With this in mind, we carried out further consultation with pupils, staff and parents to increase to seven subjects in session 2021/22.</p> <p>S4</p> <ul style="list-style-type: none"> • We continue to see an upward trend in the 5@Level 5 statistics as a result of our curricular changes, rigorous monitoring and tracking and opportunities for wider accreditation • We have a consistent and strong trend for those attaining 5 or more at Level 3 and 4 • Our attainment figures highlight a gradual increasing trend and, despite the challenges faced by our young people this year, our results are in line with what we would expect <p>S5</p> <ul style="list-style-type: none"> • Another strong performance for pupils gaining 5@ Level 6 • Highest ever performance for those attaining 3 @ Level 6 <p>S6</p> <ul style="list-style-type: none"> • Strong performance for 1 @ Level 7 in line with authority average <p>This session, we have offered wide range of opportunities in the senior phase which lead to accreditation, such as:</p> <ul style="list-style-type: none"> ✓ <u>Leadership Awards</u>: 4@Level 5, 34 @ Level 6 ✓ <u>Scottish Studies</u>: 22 @ Level 4 ; 116 @ Level 5; 6 @ Level 6 ✓ <u>Employability Award</u>: 9 pupils gained an additional Level 4 ✓ <u>Duke of Edinburgh</u>: Through the Transitions programme 12 gained Bronze DofE ✓ <u>Dance</u>: N5 – 10 pupils; Higher- 8 pupils ✓ <u>Forth Valley College</u>: 23 pupils gained a Level 6 NPA; 1 pupil gained Higher Psychology ✓ <u>YASS (Young Applicants in Scotland Scheme – Open University)</u>: 2 pupils studied with Open University and passed, one with Distinction
Next Steps:	Continue to monitor closely our current S3 to ensure coverage of curricular areas and preparation for the senior phase. Monitoring and tracking of our senior phase pupils to ensure they are prepared for their national qualifications.

Priority 2:	Ensuring our BGE provides appropriate and challenging pathways for all pupils.
NIF Priority: NIF Driver: FC Priority	Improving attainment Assessment of Progress Improving attainment
HGIOS?4 QIs:	1.3 2.2 3.2
Progress and Impact:	<p>We continue to focus on ensuring our BGE provides appropriate depth, pace and challenge for our young people. As a result of enabling pupils to specialise in S3, they have been afforded additional time in their subjects to ensure they are fully prepared for their senior phase and are equipped to make appropriate choices for the Nationals.</p> <p>Our Tracking and Monitoring system continues to provide robust evidence with regards to pupil progress and allows staff to identify areas of strength and areas for development with pupil progress.</p> <p>The Scottish Standardised Assessments continues to support Teacher Judgment by providing useful information as to pupil strengths and areas for development. Pupil progress with Literacy and Numeracy in the BGE continues to improve with 99.5% attaining Level 3 or 4 by the end of S3. This attainment data is supported by positive performances by our pupils within their SNSAs. Over 60% of our pupils attained within Bands 10, 11 and 12 which closely matches our own TJS of just over 70% attaining at Level 4.</p> <p><u>Pupil Support:</u></p> <p>Our Assisted Curriculum and Support with Learning Classes continue to receive targeted support in S1 and S2 across English, Maths, Social Subjects and Modern Languages and in S3 in Maths and English. These supports allow work to be differentiated to meet learners' needs whilst challenging them to experience the full breadth of the mainstream curriculum and the social experiences included in this.</p>
Next Steps:	<ul style="list-style-type: none"> - Improve moderation opportunities across Faculties to support and improve teacher judgement. - Working with Faculty Heads to make creative use of blocking to raise pupil attainment.

Priority 2:	Home learning is effectively supporting learning
NIF Priority: NIF Driver: FC Priority	School Improvement Parental Engagement School improvement
HGIOS?4 QIs:	1.1, 2.3, 2.4, 2.5, 3.2
Progress and Impact:	<p>Home learning has been a significant area of development this session given the current circumstances. Staff and pupils adapted well to using our existing IT systems to ensure our pupils were engaging with their next level of learning and were getting feedback on their learning. Staff used Show My Homework as the vehicle of communication for pupils in the BGE (S1-3) and for the Senior Phase (S4-6), Microsoft Teams. During Lockdown, our staff have been creative in their use of technology to provide opportunities for pupils to develop their knowledge, skills and attributes in a wide range of contexts.</p> <p>Our <i>Prepare to Pass</i> programme, provides a wide range of supports for pupils in preparation for their examinations such as: Study Cafes; targeted support sessions, use of core time for study groups; Easter School. Early in the session, we held subject specific sessions for parents (English, Maths, Science) regarding how to support home learning and to develop a greater understanding of the approaches to assessments.</p>
Next Steps:	<ul style="list-style-type: none"> • Further develop our on-line approaches to support our <i>Prepare to Pass</i> programme • Develop on-line systems which allow staff to provide parents with feedback on their child's learning and next steps

Priority 2:	Pedagogy and assessment are supporting learning
NIF Priority: NIF Driver: FC Priority	Improved attainment and Closing the Gap Assessment of progress and School Improvement Attainment and closing the gap
HGIOS?4 QIs:	2.3; 3.1
Progress and Impact:	<p>We continue to focus on building capacity with our staff in order to have a positive impact upon pupil progress and attainment. Our successful move from TLC groups to PEGs or Practitioner Enquiry groups has helped to further engage our staff with practitioner enquiry across the school as the main driver for improving outcomes.</p> <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.</p> <p>We continue to concentrate on 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.</p> <p>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 a variety of learning approaches. Our most recent In-Service session was used to delivering the sharing of good practice including the importance of lifelong learning and the importance of 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>
Next Steps:	<p>PEGs continue to work on sharing outcomes from individual enquiries with the aim of looking at commonalities between enquiries in order to move to wider collaboration across the school.</p> <p>Cluster colleagues engage with professional reading groups with the stretch aim of incorporating Practitioner Enquiry in the primary setting.</p>

Priority 2:	Our Pupil Council is seen to be effective in improving the school.
NIF Priority: NIF Driver: FC Priority	Improved employability skills School leadership Employability skills
HGIOS?4 QIs:	1.1; 3.1
Progress and Impact:	<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"> - Working with the local Rag Bag Collection organisation to reduce landfill waste and raise money towards reducing the cost of the school day. - Contributed to the school environment, promoting the work of the Campus Police Officer - Redesigned displays for our Open Doors service - Highlighted the work of Wilma, our Careers Advisor - Engaged with educators from Norway to discuss our educational experience - Introduced an award for fellow pupils to our Awards Ceremonies, selected by the Pupil Council, in conjunction with Reddingmuirhead and Wallacestone Community Council - Worked with Mrs Cranston, Resource Manager, to ensure our school building is maintained to a high standard - Led a 'Fighting Period Poverty' campaign, sourcing storage equipment, replenishing stocks and promoting the issue - Consultation, using QR code surveys for Health Day - Sourced air conditioning for PE changing rooms - Formed our learning and teaching consultation forum - Helped write the School Improvement Plan - Judged the Youth Philanthropy Initiative programme - Engaged with SMT to discuss the challenges and solutions with regards to the removal of form time, Activities Days, Health Day and ShowMyHomework
Next Steps:	<ul style="list-style-type: none"> • Continue to grow involvement with community consultations • Raise the profile in and around the school of the work Pupil Council do

Priority 3:	Learners experience and inspiring learning spaces
NIF Priority: NIF Driver: FC Priority	Employability and attainment School improvement Employability skills
HGIOS?4 QIs:	3.2; 3.3
Progress and Impact:	<p>The Creativity Faculty have taken forward an array of initiatives from their Creativity School Improvement Plan. For example, the creativity benchmarks have been discussed, shared and displayed in every classroom; staff have promoted the hashtag #braescreativity to celebrate the diversity of experiences on offer; we have assigned a Creativity Champion within every Faculty; the creativity skills have been embedded within S1 Core Skills course. Likewise, despite our school closure, a variety of whole school events took place including our Braes Big Draw, the annual Art & Design exhibition; our Christmas Concert, Pantomime and various Drama performances. Although Covid prohibited our Sports Day, our PE department took a creative approach by hosting an online event.</p> <p>Our staff have displayed a commitment towards the Creativity agenda by using a variety of teaching and learning methodologies to further engage our young people. Such activities include: our Science Club; Active Learning techniques to teach Genetic Construction; our Maths Numeracy Group; various technologies to promote engagement including apps such as Quizlet and Kahoot and creating inspiring learning spaces such as our Home Economics classrooms.</p> <p>Our new Creative Learning Space continues to act as a centralised HUB for inspiring our pupils to work creatively across the curriculum and is regularly accessed by all. Our Creativity Agenda has had a marked impact on both the planning and implementation of creative approaches and techniques from staff and, it was evident through lockdown, these approaches have been beneficial in engaging our pupils remotely.</p> <p><u>Pupil Support:</u></p> <p>Use of The Grange, Muiravonside Country Park, Beecraigs Park, our school garden and community walks allowed learners to explore outdoor learning, team building and experience deregulation activities in a safe and supported environment. The Best of You Base continues to offer a nurturing wellbeing space for pupils who are struggling in mainstream settings. The Shore was launched as a new dyslexia and autism-friendly space where pedagogy and environment are tailored to meet the needs of small groups of pupils.</p>
Next Steps:	<ul style="list-style-type: none"> • Creativity staff in-service input • Session 2020/21 will see S2 pupils designing wall graphics for the Creative Learning Space, with the view that these will either be applied professionally using decals or large mural painted by pupils themselves.

Priority 3:	Learners effectively using digital technologies to enhance learning
NIF Priority: NIF Driver: FC Priority	Improved attainment, Closing the gap, improved employability skills School improvement, Teacher professionalism and assessment of progress Employability skills,
HGIOS?4 QIs:	2.3; 3.3
Progress and Impact:	<p>As a result of the strong work undertaken over the past three years with improving staff capacity and digital resources, we were well equipped to fully support our young people during lockdown. We ensured that all learners had access to digital learning resources at home and all teaching staff made resources available digitally. Our ongoing CPD sessions ensured staff were up-skilled at navigating Glow and Microsoft Teams and the school closure further improved our confidence in making use of digital tech to support learning.</p> <p>We continue to make use of a variety of digital assessment approaches within the classroom, including the use of Microsoft Forms for assessments, interactive apps such as Kahoot and Quizlet and My Talking Avatar.</p> <p>Our Digital Leaders continued to support staff and events throughout the year, such as the P7 information evening attending Falkirk Council’s Digitdot Day; supporting the launch of our Creative Learning Space, in particular assisting with the use of media tech</p> <p><u>SNSA assessments</u></p> <p>As with previous years, our young people successfully completed their Scottish Standardised Assessments using our school iPads. As all machines were prepped in advance to include a link to the site and connected to our school Wi-Fi which allowed pupils easy access to their assessments in their English and Math classrooms. Evaluations taken after the assessments highlighted that pupils enjoyed using the iPads to complete their assessments due to their ease of use and the ability to carry these out in an environment they felt comfortable in.</p> <p><u>Braes Bites</u></p> <p>Our YouTube channel Braes Bites remains a strong feature in supporting our young people. This site provides a variety of materials, such as revision techniques for Modern Language; How to Pass English as well as advice for parents and carers on supporting home learning and learning in the community.</p> <p>Pupil support:</p> <p>Lockdown Labyrinth was a highly successful programme which engaged learners through Twitter and Microsoft Teams for a period of 6 weeks prior to the summer holiday. Pupils, and the wider community, were encouraged to participate in the activities and share their successes by posting to Teams and/or Twitter. We received many videos and photos of creative participation. Dictation software is also being trialled for a small group of pupils through the use of iPad dictation.</p>

Priority 3:	Learners effectively using digital technologies to enhance learning
Next Steps:	<ul style="list-style-type: none"> - Formation of a revised and focused Braes Digital Learning Strategy - Celebration of the effective practice in place through the Digital School Awards programme - Provision of upgraded devices in specialist classrooms - Provision of 1:1 learning device for all staff and learners - Training for learners and staff in making best use of 1:1 device - Identifying and deployment of the right digital technologies to support learning across the curriculum - Continuing to build staff capacity with remote learning and the use of live teaching

Key priorities for improvement planning 2019-20

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 succor 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.

NIF Quality Indicators

Quality Indicator	School self-evaluation	Inspection evaluation
1.3 Leadership of Change	5	
2.3 Learning, teaching and assessment	5	
3.1 Ensuring wellbeing, equity and inclusion	5	
3.2 Raising attainment and achievement	5	

