

# Rosehill High School Standards and Quality Report and School Improvement Plan 2025-2026



# Rosehill High School

## Standards and Quality Report

### Context of the school

**Context of the school:** Rosehill High School, on the Wallyford Learning Campus, opened in August 2023. Since then, the school has expanded rapidly, and will have doubled in size by August 2025, providing education to around 600 learners in S1-S5. Rosehill encompasses the Brae, a Severe and Complex Needs provision, which currently meets the needs of 29 learners, increasing to 43 in August 2025.

Our unique circumstances provide both opportunities and challenges. We value the opportunity to take a 'fresh look' at multiple aspects of education. This means that we remain in a transition period, characterised by continuous reflection, changes and improvements. We are fortunate in having a beautiful school building with excellent learning facilities and a welcoming environment, though we always remind ourselves that it's the people who make Rosehill. A key challenge is the need for continuous staffing and curricular growth in a period of economic challenge, particularly against a background of recruitment and retention pressures in the system.

The campus is much more than just a secondary school. It also consists of Edinburgh College spaces, pre-school provision, the local library, the community centre, and sports and leisure facilities, all of which benefit the wider community. This means that we engage in extensive partnership working to ensure that we take full advantage of the community school model.

**Community:** Rosehill is situated in Wallyford, a former mining community with a proud history. Wallyford itself has also undergone a period of significant growth and the extent of new building in the area means that we have a balance of families who have been part of the community for generations, and those who are building connections for the first time. Our associated primaries are Wallyford Primary and Pinkie St. Peter's Primary, though both the mainstream and the Brae provide education to young people from across East Lothian.

**School profile data:** The following data is based on our census from September 2024. However, it is important to note that the rapidly increasing population means that there have been variations to this across the school year.

- Our roll as of the census in September 2024 was 477; however, this has increased over the course of the session and is anticipated to be around 600 by August 2025
- 22% of our population is at Rosehill as a result of a placing request. Almost all of these young people are in catchment for another East Lothian school.
- Two thirds of our young people reside in the most deprived 40% of postcodes.
- 26% of our young people are eligible for Free Schools Meals.
- 56% of our young people have an identified Additional Support Need (ASN) and around half of these require significant adaptations to meet their learning needs.
- Our attendance has increased. Attendance for session 23-24 was 83.3%, but attendance for

session 24-25 was 86.6% at the time of writing.

- Or rates of exclusions have decreased. Exclusions for session 23-24 were 85.7 per 1,000 pupils, but exclusions for session 24-25 were 21 per 1,000.

We expect to see further changes to this core data each year, in line with changes to our catchment profile.

**Leadership:** The current headteacher (HT) has been in post since September 2022 and has therefore had the opportunity to grow the school from the ground up. She is supported by a strong Senior Leadership Team (SLT), all of whom have been at Rosehill since its opening. In addition to the HT, the SLT consists of:

- Business Manager
- Depute Headteacher (DHT)ASN: The Brae
- DHT Curriculum
- DHT Pupil Support

Our leadership team is smaller than those of neighbouring secondary schools, which necessitates extensive collaborative working across numerous aspects of the SLT remit. The SLT is ably supported by the Extended Leadership Team (ELT). Our Curriculum Leaders and House Heads are a vital and effective part of our formal leadership structure, leading on whole school responsibilities and quality assuring young people's experiences. Our focus on leadership at all levels means that we also have multiple classroom teachers who lead on whole school strategic improvement priorities, as well projects and initiatives led by support staff. This culture of shared leadership has enabled our extensive progress in a relatively short time period.

**Partnerships:** We work closely with partners within East Lothian and beyond. We benefit from an Associated Schools Group (ASG) with local primaries, and an active School Team Group (STG), with other secondary schools. These allow us to share practice and learn from each other. Rosehill works closely with local authority officers as well as the key agencies of police, social work, and health. This helps us to support 'keep in view' groups such as young carers, care experienced young people, and those experiencing poverty. Edinburgh College delivers courses on site, and this programme will develop further in 25-26, enhancing our place based curriculum. We have a strong partnership with the Active Schools programme, which places a particular focus on removing barriers to participation. Working in a multi-user site also necessitates partnerships with the other users of the campus and Rosehill is a key participant in both the strategic Campus Board and the operational User Group. Our Parent Council is another important partner that we seek to continue to develop to be representative of our whole community. Last year, we hosted a series of family learning events to support parents' understanding of their child's learning and wellbeing. We will continue to build on this in the coming year, including sessions delivered by the Cyrenians, and a specific focus on progress in literacy and numeracy. Our newest partnership is with the Children's Hospice Society (CHAS), who received almost £4000 as a result of the Rosehill 100 ultra marathon. We will be developing this community challenge further in 25-26 and look forward to continuing to support this important cause.

**Learner voice:** Learner voice is a key strength of the school. Every faculty engages in ongoing evaluation of learning, teaching and assessment with young people and uses this data to shape practice. The SLT '5 a day' programme is fully embedded, providing qualitative conversations to support our understanding of quantitative data.

Our Homeroom and MyWorld programmes provide universal opportunities for young people to share

their views and shape their school. Recent examples include a review of senior phase dress code, pupils choosing the name of our third House, and approaches to phones in school.

Young people also play an important role in the extensive recruitment required in a new school. This includes developing pupil voice interview questions, giving school tours, and being part of focus groups and pupil panels. Having begun with Broad General Education (BGE) only, these opportunities are offered to all year groups rather than being the preserve of the seniors.

Several faculties have successful Ambassador schemes to develop leadership of learning both in and beyond the classroom. We are also introducing a senior phase Pupil Leadership Team (PLT) for session 25-26. This will be supported by leadership work with Tree of Knowledge from June- September.

The strength of Learner Voice was a major contributor in Rosehill receiving Silver Right Respecting Schools accreditation just 18 months after opening. We now intend to work towards Gold.

## Vision, Values and Aims

We are proud of how often visitors to the school make specific comments on how well its culture and ethos reflect our clearly articulated and well-known vision and values.

### **Our vision:**

*Rosehill: a place to learn, grow, and thrive.* This vision underpins all of the decisions we make.

### **Our values:**

*Respect, Kindness, and Responsibility.* These values apply equally to adults as well as young people.

### **Our aims:**

- Ensuring high quality learning, teaching and assessment for all young people, delivered via an appropriate and evolving curriculum.
- Supporting wellbeing, equity and inclusion in a way that allows all young people to thrive.
- Growing leadership across the community to continuously improve achievement and attainment.

These aims directly align with our current improvement priorities.

The document below reflects our full self-evaluation processes. A summary of our key points for action in session 25-26 is here: [📄 Rosehill 25-26 One Page Action Plan](#)

## Self- Evaluation for Session: 2024-25: How good is our approach to improvement?

**PRIORITY 1:** Further developing our genuine Broad General Education and introducing our new true senior phase curriculum, underpinned by high quality learning, teaching and assessment for all.

### WHAT WE DID - Improvement Actions from School Improvement Plan

1. Developed the Senior Phase Summary slides (Example [National 5 English](#)) to support a shared understanding of the curricular features of each new subject.
2. Delivered 50% of Collegiate Activity Time (CAT) to focus on curriculum development, reflecting our unique position.
3. Made effective and considered use of existing resources to support digital learning.
4. Used creative timetabling approaches within existing resources to ensure that IDL [The Rosehill Way: Interdisciplinary Learning](#), Outdoor Learning and Learning for Sustainability [The Rosehill Way: Learning for Sustainability](#) are accessible to all in the BGE.
5. Introduced our Senior Phase Curriculum, in line with the appropriate curriculum rationale [Rosehill Senior Phase Curriculum Rationale 24-25](#).
6. Reviewed and updated our Knowledge Organisers (Example: [S1 Science Q3 - Thriving Island](#) and Curriculum Mapping [Global Citizenship - all BGE](#) to further embed the BGE curriculum in Rosehill and the Brae, in line with the appropriate curriculum rationale [Rosehill Broad General Education Curriculum Rationale 24-25.docx](#), and the need to explicitly highlight both metaskills and aspects of the UNCRC.
7. Completed two rounds of SLT Learning Walks (Quadrant 1 and Quadrant 4) and ELT Learning Visits to all teaching staff (Q2 and Q3), underpinned by Quality Assurance (QA), supported by our Quality Improvement Officer (QIO).
8. Focused clearly on the Rosehill Core Expectations [The Rosehill Way: Core Expectations for Learning, Teaching and Assessment](#) within the context of clear school level policies around learning, teaching, and assessment (LTA) [The Rosehill Way: Learning, Teaching, and Assessment](#) [The Rosehill Way: Relationships for Learning](#).
9. Provided multiple opportunities for universally accessible professional learning around LTA, including Professional Learning (PL) Days (professional reading and collaborative discussion/planning for action), Pop-Up Pedagogy in House CLPL (led by teachers, for teachers), and Support for Learning (SfL) Twilight Learning sessions focused on ASN.
10. Completed our first round of SQA and SCQF courses with appropriate support for young people.
11. Worked with partners to enhance our curricular offer (including School College Partnership, Creative Communities and Mypas input).
12. Supported Family Learning around this priority by running two well-attended Curriculum Evenings (BGE and senior phase) and a popular 'Welcome to Rosehill' in person event for P7/S1 parents, allowing them to experience learning across a range of curricular areas.
13. Began the process of offering meaningful DYW (Developing the Young Workforce) opportunities for young people.

**As a result of these actions, the following improvements in quality have been evidenced:**

1. Young people are now able to identify the key topics/content within senior phase courses with ease. These are also accessible to all families.
2. Staff have been supported with additional planning time to ensure the quality of their curriculum offer, leading to the regular revision and development of courses.
3. The move from 1:1 to approx 2:1 digital devices was managed appropriately and staff operate a 'digital first' rather than 'digital default' mindset.
4. All young people in the BGE have timetabled access to Outdoor Learning and Learning for Sustainability. Most young people have also participated in focused IDL.
5. Our senior phase curriculum was delivered in session 24-25, with choices shaped as a result of pupil consultation. This necessitated extensive work around the SQA approval system to validate our assessment approaches and assessment judgements. We also offered a range of non-examinable courses to support the attainment for all. Current courses evaluated in departments.
6. Knowledge Organisers now consistently contain references to key frameworks such as Metaskills and the UNCRC, placing all learning

**What are your key measurable outcomes which support your evaluation (col 1)?**

1. Parent Tracking, Monitoring and Reporting (TMR) survey (March 2025) evidenced that most senior phase parents who responded were accessing and Summary Slides. Departmental pupil voice indicates that most pupils are using these and/or Google classrooms, to check in on learning progress.
2. Working Time Agreement (WTA); Collegiate Activity Time (CAT) calendar; Development Days schedules; course materials.
3. Arrangements/schedules for digital learning within faculties; Google classroom provision; Faculty reflections on learning, teaching and assessment; Google Drive sharing good practice
4. Pupil timetables; Learning Walks from SLT with data gathered in the LTA Hub; almost all S1 pupils took part in the Solar Pink Project; almost all S3 pupils took part in the Youth Philanthropy Initiative (YPI).
5. Department evaluations of current courses; completion statistics (almost all young people are certificated for every subject they undertake); SQA results and SCQF.
6. Learning Walks demonstrate that most young people can talk confidently about the skills they are developing across the

in context. Curriculum maps demonstrate key curricular themes which can now be linked more explicitly across faculties and subject specialisms.

7. There is a positive 'open door' culture within the school, and this supports robust discussions around LTA practice at ELT (Extended Leadership Team) meetings and during PL Days, including professional reading on LTA.
8. Almost all staff have a good understanding of core expectations around LTA and most are demonstrating these regularly within lessons.
9. Most staff are fully engaging in professional learning to support this priority, leading to extensive collaboration around LTA.
10. Our SQA processes are still active at the time of writing.
11. Our senior phase curriculum has benefited from access to e.g. Edinburgh College construction course, expanding our offer beyond school. Plans are in place for further delivering next session.
12. Parents and young people have the opportunity to learn about the curriculum and its delivery together, supporting a partnership approach and improving parent knowledge and understanding; however, our data shows this is far from universal.

curriculum; RRS accreditation focus groups evidenced young people talking about their rights across the curriculum.

7. All observation evidence gathered in the LTA Hub; PL day programmes and evaluations; ELT notes.
8. Faculty Minutes; LTA Hub evidence.
9. Data from CLPL sessions (e.g. 50+ sign ups to in-house CLPL, all support staff accessing external CLPL; Twilight sessions focusing on e.g. ADHD, dyslexia, using Widgit)); staff Professional Reviews and Development (PRD); PL Day planning and evaluations  
[Summary of Staff Evaluation: Professional Learning Days in Ses...](#)
10. SQA statistics (tbc); study support attendance (to be tracked 25-26); use of Achieve software [Year 1 Achieve Data.xlsx](#)
11. Registration and completion rates to be reviewed.
12. Attendance figures for Curriculum Evenings (50+ 'sign ins' for BGE, 40+ for senior phase, 120 attendees for Family Learning BGE event); TMR survey qualitative comments. Parent Questionnaires (less than half confident about how their child's progress is assessed).

### What next?

This remains a priority for next session

This will move to our maintenance agenda within SIP for next session

This is now part of our day-to-day business and will be monitored through general QA

### How does your Quality Assurance support your 'What Next' decision?

1. There have been quality assurance checks on Summary slides at the end of Quadrants 1 and 2. These are viewed as works in progress and will continue to develop as our range of senior phase courses widens. This is now embedded in practice.
2. Staff evaluations show overwhelming support for the proportion of time given to faculty activities during PL days. Our WTA discussions also reflected an appreciation of our current Faculty Meeting/CAT structures, with no significant changes to these required from the current session. We can now further widen our collegiate activities, but the focus on curriculum is now embedded in practice.
3. All classes in all subjects have their own Google classrooms, and almost all young people have accessed these throughout the year. This evidence shows a range of digital activities in which young people can engage. Our mid-session Chromebook survey indicated that, whilst the benefits of 1:1 cannot be understated, most staff were confident in the current balance of digital and analogue learning activities. Our close working relationship with IT ensures that almost all devices are in regular, appropriate use. Key aspects of digital learning are now embedded in practice.
4. There are scheduled IDL opportunities across the BGE. Participation rates in Sustainability and Outdoor Learning programmes are high, with almost all young people having opportunities to access. Our genuine Broad General Education is embedded in practice.
5. Pupil voice was at the heart of our decision making processes regarding the senior phase curriculum, with the 5 a day programme helping to create the structure and then providing a reflective opportunity for young people during their courses. Increasing resourcing pressures combined with proposed curriculum reform at a national level mean we must maintain a focus on senior phase curriculum development in the medium term.
6. Whilst curriculum maps are mostly of a high quality, these are still not always in use as part of ongoing planning. This means that opportunities of naturally occurring IDL are not always harnessed. We will therefore maintain a focus on naturally occurring IDL in the medium term.
7. Most staff who have been observed have engaged in voluntary reflective feedback sessions thereafter. Data in the LTA Hub demonstrates that most staff would be comfortably within the Good category or above for LTA. Faculty link/Curriculum Leader (CL) meetings offer support for the few staff who are still working towards this. As a rapidly expanding school, we must maintain a focus on this in the medium term.

8. Faculty meeting minutes demonstrate an ongoing focus on learning and teaching. Evaluations of PL days in 24-25 indicate a readiness for staff to take more ownership of their development in LTA. LTA Hub evidence demonstrates that most staff are meeting or partially meeting each aspect of the Rosehill Core Expectations for LTA. As a rapidly expanding school, we must maintain a focus on this in the medium term.
9. Staff evaluations have demonstrated an appreciation of the in-house CLPL offer and there has been a clear willingness to lead the sessions. Staff PRD discussions indicate that most staff are confident that they are supported to meet their professional learning needs. As a rapidly expanding school, we must maintain a focus on this in the medium term.
10. Whilst we engage in regular discussions around SQA processes, a senior phase of 92 learners this year and a lack of historic data has meant that it would not be appropriate to draw conclusions on areas of success or otherwise. Consequently, this must be a priority in our improvement planning.
11. Our House Teams have regularly discussed young people's partner experiences with them to ensure that they are managing this aspect of their learning. Further quality assurance around completion rates/ longer term impact will be required early in session 25-26. Consequently, this must be a priority in our improvement planning.
12. Working closely with the Parent Council, we have been able to identify some of the themes and issues to explore more explicitly through Family Learning sessions, both in person and online. These, along with parent surveys, have led us to modify the programme next year to place more emphasis on what parents can do to directly support their child. However, this also has to be balanced with the right that young people have to build independence. Consequently, this must be a priority in our improvement planning.
13. Our number of school leavers' will increase rapidly over the next three years, as larger year groups move through the senior phase. We anticipate that the majority of these leavers' will move into the world of work in some form. Consequently, this must be a priority in our improvement planning.

**PRIORITY 2:** Working in partnership to ensure equity, wellbeing and inclusion, with a clear commitment to children's rights.

### WHAT WE DID - Improvement Actions from School Improvement Plan

1. Provided Wellbeing Groups as a targeted support for young people at risk of missing out.
2. Established the House Room as an additional wellbeing and learning support.
3. Further evolved the comprehensive MyWorld curriculum in line with the ELC curriculum model (covering e.g. RHSP, substance misuse, equalities issues).
4. Ensured a focus on 'keep in view' groups within the 16+ Positive Destinations Hub, leading partnership working around key interventions.
5. Participated in the first year of the CPFLT (known as the Locality Group), focusing on multi-agency support for individuals and families in need.
6. Engaged with the new ELC Outreach Team, providing targeted support for learning and wellbeing.
7. Maintaining a strong Pupil Voice programme which supports all young people to participate with e.g. Homeroom; My World surveys; the 5 a day programme; faculty schemes; and participation in recruitment activities.
8. Achieved Silver Accreditation for the Rights Respecting Schools programme, fewer than 18 months after opening.
9. Used Scottish Equity Funding (SEF) to support the staffing of the Coaching for Success programme for S4 pupils
10. Our Cost of the School Day lead and team ran Mission Christmas and supported families with accessing help from anti-poverty agencies.
11. Established 'Meet and Eat', our breakfast provision in partnership with Magic Breakfast.
12. Introduced 'Wednesday Worldview', providing regular opportunities to discuss equality, inclusion and wellbeing in the safe space of Homeroom.
13. Further developed the Equalities Group, including the growth of the Inclusion Ambassadors programme.
14. Worked closely with Skills Development Scotland (SDS) to target key groups at risk of missing out on the universal MyWorld careers programmes/ planning for choices and changes
15. Further improved the Pupil Information data collection, including young people's views on what supports their learning and wellbeing.
16. Engaged in professional learning in the Pupil Support team to support the most vulnerable
17. Established a culture of shared accountability for pupil wellbeing, with staff volunteering to provide additional support throughout the school day and beyond their contractual duties.
18. Continued to develop the Brae as a community with opportunities for families of young people with ASN to engage with each other for mutual support.
19. Fully engaged with the Rosehill Equity Tracker, supported by Scottish Equity Fund (SEF) funded Data Lead.
20. Fully deployed Pupil Equity Fund (PEF) posts: Pupil Support Workers (from August 2024) and Home/School Practitioner (from March 2025).
21. Completed recruitment for third House Head, using PEF.
22. Successfully increased the number of ASN auxiliary hours available to enhance support across the school as well as with targeted groups

23. Further development of the primary transition programme (both universal and targeted), including support from the Communities team and Active Schools, with bespoke transition beginning as early as September 2024 for young people in the Child's Planning Meetings (CPM) Framework.

**As a result of these actions, the following improvements in quality have been evidenced:**

1. Young people in need have been able to access both formal and informal wellbeing support on a regular basis.
2. Young people in the Child's Planning process are able to access the House Room where appropriate as part of their timetabled education package.
3. Almost all young people attend their MyWorld lesson and benefit from the ELC Personal and Social Education) and Relationship, Sexual Health, and Parenthood (RSHP) curricula; where they do not, plans are put in place to support access to this important learning.
4. The 16+ Hub meets monthly with partners, to focus on young people planning to leave school/ in danger of missing out on a positive destination
5. Young people benefit from the knowledge and skills of partners beyond school to support their needs, including involvement from the core agencies (health, police and social work) where appropriate.
6. Young people benefit from targeted Outreach support for their learning and wellbeing, providing an appropriate bridge for non-attenders in particular.

**What are your key measurable outcomes which support your evaluation (col 1)?**

1. 68 young people were offered places on Wellbeing groups this year (14% of the school population). 55% of these young people have increased their overall attendance.
2. Pupil voice as evidence from CPM minutes; observations of learning and engagement; referral rates from House Room.
3. CPM minutes; attendance at sessions based in Meadow.
4. Minutes of Data Hub (37% of S4 and 29% of S3 have been discussed at the forum); in time, positive destinations statistics.
5. Locality referrals (14 to date); CPM minutes, referrals to partner agencies; attendance and attainment data in the longer term
6. Data on attendees (15), Outreach team feedback, CPM minutes, locality forum minutes, attendance and attainment data in the longer term.

7. All young people have the opportunity for their voice to be heard as part of the universal pupil voice programme. This supports their sense of inclusion.

8. Almost all young people are able to talk about their rights and how these apply within school and beyond.

9. Around 10% of senior phase students were allocated a coach for the second half of the year, meeting fortnightly to assess progress. Coaches were identified through both demographics and attainment data.

10. Our continual focus on Cost of the School Day has removed barriers to attendance for both curricular and cocurricular activities as well as providing support for families in need

11. Based on recommendations from House Teams, young people are benefiting from the breakfast provision as a way of offering a supported start to each day, making use of the Magic Breakfast partnership to 'kick start' this provision.

12. Almost all young people have benefited from a full weekly Homeroom programme support their understanding of key issues around equality, diversity and inclusion

13. Young people have been able to use their voice to advocate for inclusion e.g. Purple Friday

14. All young people have access to meaningful careers guidance with plans in place to support those at risk of missing out

7. 5 a day data; faculty and whole school surveys; RRS steering group activities; Ambassadors schemes; Wellbeing surveys; Homeroom Google Forms.

8. 5 a day programme; Wellbeing surveys and additional pupil voice activities through e.g. MyWorld and Learning for Sustainability.

9. A summary evaluation of the programme is here:

[Coaching for Success: Scottish Equity Fund Project Evaluatio...](#)

10. Data on participation in the 137 off-site visits offered this year e.g. Social Studies Big Day Out; concerts/theatre performances; cycling group; Mission Christmas and Foodbank data.

11. Attendance data (both for Meet and Eat and then for the school day), with around 10% of the school population benefitting on a regular basis.

12. Homeroom Google classroom; teacher observations of learning; Bullying and Equalities module.

13. Pupil involvement in Inclusion Ambassadors' programme.

14. Minutes of Data Hub/ numbers of young people engaging with SDS 1:1 (60%); personal statements written by all S4 pupils; careers classes run for all S4 pupils; 23% of the year group supported making a college application.

15. All staff are aware of and regularly access Pupil Information, with House Head providing and signposting updates as appropriate. Almost all young people have contributed to their own Pupil Information data.

16. All members of the Pupil Support Team have engaged in at least one session of additional partner-provided professional learning to help them support young people operationally as well as strategically, ensuring that their safety needs are met.

17. Young people understand that they will get broadly the same responses from any member of staff offering support or challenge. Our school environment is busy but calm and purposeful, with a clear sense of its culture and ethos.

18. Programmes have been put in place to support parents of young people with SCN in meeting with staff and each other to share in their children's learning.

19. Statistical analysis undertaken by our Data Lead was key to our fuller understanding of at risk groups and this enabled us to focus our use of the Pupil Equity Fund. This has 'set the scene' for the new PT Equity Role, appointed June 2024.

20. Support staff in the Pupil Support Team are crucial to the culture and ethos of the school and frequently function practically as key adults for vulnerable young people. There now needs to be a specific focus on the role of the Home/ School Practitioner as well as the PEF funded PSW role.

15. Pupil Information spreadsheet completion; MyWorld curriculum.

16. Attendance data for ASIST (Applied Suicide Intervention Skills Training), Progressive Masculinity, CHAT (Crisis Handling Awareness Training); Lego therapy; CIRCLE; dyscalculia; dyslexia etc.; references to relevant training in CPMs, pupils plans, pastoral notes etc.

17. Support rotas for volunteers; feedback from school visitors, including ELC colleagues; SEEMiS recording system; observable learning environment.

18. 100% of Brae families have attended an activity in person. 62% of families attended the transition welcome morning. 55% attend the Christmas coffee morning social event.

19. Notes from monthly SLT data analysis meetings; notes from House Team Meeting; Deployment of Home/School Practitioner to support targeted groups with particular focus on attendance.

20. Child's planning meeting minutes (including pupil voice); reduction in exclusions and increase in attendance.

<p>21. At the time of writing, impact cannot be stated, as the role commences August 2025.</p> <p>22. At the time of writing, we have 6 ASN auxiliaries who are deployed in varying ways to meet the needs of the school e.g. group work, medical needs, in class support and are evaluating the impact of these roles on an ongoing basis.</p> <p>23. All young people are able to access a varied and meaningful transition experience, despite the particular challenges of providing this in a rapidly growing school. This allows us to now place a growing focus on curricular transition.</p>	<p>21. We will be looking for data around the overall House Clover caseload, with a particular focus around meeting the needs of targeted groups.</p> <p>22. CPM minutes (including the views of young people), ASN aux timetables; PSG meetings.</p> <p>23. Bespoke transition programme and data (almost 20% of the year group benefiting); universal transition programme, evaluation to be carried out with associated and partner primaries in September 2025.</p>
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<p><b>What next?</b></p> <p><input type="checkbox"/> This remains a priority for next session</p>	<p><input type="checkbox"/> This will move to our maintenance agenda within SIP for next session</p>	<p><input type="checkbox"/> This is now part of our day-to-day business and will be monitored through general QA</p>
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<p><b>How does your Quality Assurance support your 'What Next' decision?</b></p> <ol style="list-style-type: none"> <li>1. Our quality assurance calendar supports a regular review of pastoral notes, CPM minutes, and wellbeing data (based on universal surveys). These support us in understanding the impact of interventions on a case by case basis, as well as helping us to identify patterns and trends. This focus on wellbeing is embedded in our practice.</li> <li>2. Our House Teams, supported by the DHT Pupil Support, have reflected on and modified practice throughout the course of the year. This has led to a review of the space based on CIRCLE principles, and increase in individualised learning activities. Review of attendance data indicates that this is having a positive impact for young people. Whilst there will be a relocation of the House Room this year, the principles are embedded in practice.</li> <li>3. Where young people require modified or bespoke timetables, House Teams ensure that they are able to offer alternatives for the PSE/RSHP curriculum. This was reflected in the 2.1 quality assurance visit from local authority colleagues. This is embedded in practice.</li> <li>4. Our Data Hub is in its first year so it has not been possible to undertake meaningful quality assurance beyond informal reflections and review. This will therefore be supported through the quality assurance calendar for next year as embedded practice.</li> </ol>
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5. All relevant Rosehill staff contributed to the recent evaluation of locality groups. The PSG provides feedback to multi-agency supports as to the efficacy of interventions in place. This is embedded in practice.
6. The PSG engaged in regular professional dialogue with Outreach colleagues to evaluate the efficacy of interventions. These discussions reflect both qualitative and quantitative data. Whilst this partnership will develop further, it is embedded in practice.
7. Having evaluated the 5 a day programme this year, we are now aligning our discussion more explicitly to aspects of the Quality Assurance Calendar to support triangulation of evidence. However, the importance of Pupil Voice is embedded in practice.
8. This element of our practice was externally quality assured, via accredited assessors of the Rights Respecting School programme. The move towards Gold will require us to maintain a focus on this area in the medium term.
9. An evaluative report on Coaching for Success was produced once sessions had been completed, which was based on the views of staff, pupils and parents. There were also opportunities for coaches to reflect and modify their practice as they collaborated throughout the year. Uncertainty around funding to continue the programme means that we must maintain a focus on whether we can run in this session or otherwise.
10. We have begun to look at participation data around co-curricular and off-site visits to check for any unseen barriers. As of the end of session 24-25, any young person who has indicated cost as a barrier to participation has been supported. We are aware that there may still be some families who are reluctant to ask for support. We are also aware that some parents are still finding it hard to understand what is manageable in difficult financial circumstances. Therefore, we must maintain a focus on a measured, inclusive approach to off-site opportunities in the medium term.
11. We have met regularly with our Magic Breakfast partners to reflect on the provision. As a result of our continuous data analysis, we have decided to step back from the partnership and to support the young people who continue to require the provision through existing school resources, as this demonstrates best value for money. The need for an alternative provider means this must remain a focus in the medium term.
12. Attendance data indicates that most young people attend Homeroom on a daily basis; during these sessions they are able to give regular feedback on their experiences in learning. However, our understanding of wider challenges in society means that our universal approach to supporting inclusion must be explicitly maintained.
13. The Ambassadors programme has had varied uptake across faculties and we have noted disparities. This has supported our decision to enhance this with the introduction of a more formalised Pupil Leadership Team now that we are in the position to do so. These new developments mean a focus on this area must be maintained in the medium term.

14. The increasing number of young people on the school roll (including a higher proportion within the senior phase) without additional resources to support positive destinations means that a focus on this area must be maintained in the medium term.
15. Regular reviews of the Pupil Information spreadsheet have supported the Pupil Support Group in streamlining the ways in which they highlight new information to all staff. The number of new staff and increasing roll means that we must ensure that staff confidence in this area is maintained in the medium term.
16. PRD data indicates that this professional learning is just as greatly valued by support staff as teaching staff and we can now move to consider impact over time, thus being an area on which focus will be maintained.
17. Whilst we have received ongoing positive feedback about our school culture and ethos, we have yet to complete a formal full School Review. The need for external quality assurance, as well as a rapidly increasing school population (and thus potential for dilution of culture) mean we will maintain a focus on this area.
18. As with mainstream provision, the Brae is rapidly expanding and families continue to come from across East Lothian. Therefore, a continued focus on the most successful ways to build the sense of community is required. in the medium term.
19. The key findings from the monthly meetings between the HT and the Data Lead have been shared with SLT and House Teams as appropriate to support strategic planning. However, the move to the PT Equity role will provide further opportunities for a streamlined and systematic approach to interventions. Therefore, the deployment of this role must be a priority in our improvement planning.
20. Given that two of our key support staff roles are funded through PEF, which is specifically reported on, quality assurance of the impact of these roles must remain a priority in our improvement planning.
21. Given that our third House Head role is funded through PEF, which is specifically reported on, quality assurance of the impact of these roles. must remain a priority in our improvement planning.
22. The transition to a temporary Acting CL role in support for learning as well as greater stabilisation in ASN personnel provides a good opportunity to review practice almost two years in, with feedback sought for both House Teams and CLs as to what was working well and 'even better if...' Our high level of ASN (56% as of the September 2024 census) means this must remain a priority in our improvement planning.
23. Data from teachers, parents and pupils has indicated a disconnect between the understanding of curricular progress within the school and the understanding of curricular progress from our parents and carers. Transition has traditionally had most of its focus on wellbeing and ASN, but there is a clear need to focus on learning to ensure the best progress for young people. Therefore, this key transition point must remain a priority in our improvement planning.



### **PRIORITY 3:** Enabling leadership at all levels to support achievement and attainment.

#### WHAT WE DID - Improvement Actions from School Improvement Plan

1. Completed 2 rounds of formal assessments for SQA examinable courses, as well as the exam diet itself for the first time, to provide robust data for young people and their teachers ahead of the first SQA diet.
2. Delivered increased Literacy and Numeracy time for S1 and S2 to support longer term attainment.
3. Hosted Family Learning event on Senior Phase Success, including general study skills and specific guidance for curricular areas.
4. Hosted three Achievement Ceremonies celebrating successful learners.
5. Provided a programme of study support for senior phase learners throughout the school year to support qualifications.
6. Made intelligent use of data to look at Literacy and Numeracy through the lens of e.g. attendance/FME, supported by Rosehill Equity Tracker.
7. Completed a parent evaluation of TMR to support review of the TMR calendar TMR at and further focus on TMR at Faculty Level, especially in the BGE.
8. Undertook initial school-based research around stretch and challenge to support our highest attainers.
9. Made appropriate use of attendance management procedures, supply staff and planning to maximise consistency in staffing for young people, reorganising timetables to give equitable access to specialists where required.
10. Ran the second cohort of the Duke of Edinburgh Bronze Awards, with initial planning for Silver ongoing.
11. Launched the Rosehill 100, a charity event based on a 100 mile ultra marathon supported by staff and pupils,
12. Offered a well-considered range of SQA and SCQF qualifications to meet needs and increase chances of attainment.
13. Established BGE Literacy and Numeracy Groups in S1 and S2 to support longer term attainment.
14. Set regular slots within the QA calendar to review senior phase attainment, maximising the chances of all young people attaining at least 5 qualifications at the appropriate level. This included running the Attainment Hub throughout the year, supporting senior phase pupils in maximising their qualifications, and beginning attainment support for S3.
15. Provided an extensive co-curricular ensuring participation in e.g. sports, the arts, sustainability projects, and local library activities. This included the development of strong proactive for off-site visits where appropriate and manageable within existing resources.
16. Established a whole school culture of celebrating success, including positive HT emails, Fantastic Friday phone calls and 'shout outs', celebratory assemblies, and Faculty level programmes of recognition.
17. A genuinely distributive approach to leadership has ensured that all members of staff have the opportunity to increase achievement and raise attainment.

**As a result of these actions, the following improvements in quality have been evidenced:**

1. Young people undertaking formal SQA exams did so calmly and with appropriate arrangements in place. Their experiences with two rounds of Formal Assessments helped to develop a good understanding of what was required to perform under exam conditions.
2. Increased staffing for Maths and English has supported all young people in accessing a specialist for their core timetable to promote universal attainment.
3. All young people and their families were given the chance to learn together around study skills, ways in which home can support, and associated wellbeing considerations.
4. Achievement Ceremonies celebrate school values, character development, and achievement as well as attainment. Our BGE Graduation means that all young people have at least one opportunity to celebrate their achievements formally.
5. All faculties offered supported study sessions for senior phase pupils throughout the year, as well as ongoing targeted support during the exam leave period. All facilities shared appropriate consolidation and revisions materials via Google classroom or as appropriate. All senior phase pupils had access to Achieve software.
6. Curriculum Leaders in Literacy and Numeracy were able to identify the key markers of under-performance and being related to attendance first and foremost and worked collaboratively with the Pupil Support Team to support attendance.

**What are your key measurable outcomes which support your evaluation (col 1)?**

1. Feedback from the new invigilation team (all of whom will be returning to Rosehill next session); Faculty learner conversations; FA data.
2. Pupil timetables; Progress and Achievement (P and A) data over time.
3. Attendance data for the event (30% of year group); shared materials/observations of young people undertaking strategies shared.
4. Attendance data; rates of certification (108 formal awards given out in S1 and S2, 51 in the senior phase, and every young person in S3 invited to celebrate their BGE graduation).
5. Supported study schedule/Google classrooms/engagement with Achieve software (413 visits, and 8039 questions answered in the lead up to SQA exams); in time, Insight data
6. Rosehill Equity Tracker; P and A data; CPM and House Team minutes as appropriate

7. All parents were given the opportunity to give their views around current TMR processes, allowing us to identify potential growth opportunities. These then fed into CAT activities to consider current practice.

8. Our first look at this issue identified a mixed picture in terms of levels of support and challenge perceived by high attaining pupils and opened up discussions about both universal and targeted support.

9. Despite challenges with staff absence/ delays to recruitment throughout the year, we ensured that all young people were able to continue to make progress in their learning across the curriculum.

10. Young people participating in D of E have had the opportunity to build their character and resilience. Removing the cost barrier has kept this accessible for all young people in the eligible year group

11. Through the Homeroom programme as well as on the day itself, young people were able to offer their support to those less fortunate than themselves, promoting social justice and enacting school values.

12. Our course choice offer was based on the prior attainment of young people as well as on their stated preferences. All faculties ensured that consideration was given to appropriate non-examinable courses to meet the needs of all young people in the senior phase.

13. Curriculum Leaders in Literacy, Numeracy and Support for Learning worked collaboratively to identify young people most in need of targeted support and adopted a 'whole school' approach to accessing this, including support from PSWs and our school librarian.

7. TMR Evaluation results; Parent Questionnaire; SLT minutes; CAT session tasks; revised TMR calendar

8. Data collected from stretch and challenge lead and 5 a day data shows that most young people do feel appropriately stretched and challenged but a few would benefit from more systematic approaches to adaptations.

9. Pupil/faculty timetables; attainment across the curriculum; absence management paperwork and support for return to work; cover data.

10. Participation and completion data (22 participants in Bronze expedition thus far, with a completion rate of around 80% tbc at the end of session), including an awareness of the participation rates of 'keep in view' groups (currently under-represented).

11. Around 15 staff and 30 pupils supported the ultra marathon by running or cycling all or part of the route, with multiple others supporting its organisation, leading to almost £4,000 being donated to charity [Rosehill High School pair to run 100 miles for CHAS | East Lothian Courier](#); [Rosehill High School staff members take on 100-mile run | East Lothian Courier](#)

12. Completion rates; FA results; in time, Insight data.

13. Literacy and Numeracy attainment ongoing and (by end of S3); attendance and engagement in the programme; CPM minutes where appropriate.

- 14. At the time of writing, all but one of S4 learners has at least 5 qualifications. This has been achieved due to a combination of relentless work from House Teams, Curriculum Leaders, and our Attainment Hub lead, who has directly intervened with almost one third of the S4 year group.
- 15. The majority of our young people engage in at least one co-curricular activity within school, helping to support their sense of achievement within our community. We are now in a position to be able to track this more robustly.
- 16. Most young people have a clear acknowledgement of their successes throughout the school year both within subjects and at the whole school level. Sharing these with parents also helps to build positive relationships between home and school. We are now in a position to be able to track this more robustly, building on our existing Pupil Information systems.
- 17. As well as SLT and ELT led school improvement, 6 of our classroom teachers have completed their own Leadership Projects this session; identifying a growth opportunity, designing and interventions, and evaluating success. A supportive PL programme, with opportunities to collaborate with colleagues, is provided for all Project leads.

- 14. In time, Insight data; Attainment Hub reach (29% of S4 supported with 21% of S3 already having been part of Hub intervention);
- 15. Off-site visit lists; Active schools data; participation rates; rates of sustained involvement; Evolve information
- 16. Fantastic Friday data (e.g. over 500 positive calls home made); HT positive emails (over 120 sent); assembly materials.
- 17. Leadership Project evaluations, including evidence of impact in both qualitative and quantitative data. Rights Respecting Schools Example: [Leadership Projects 24-25: Evaluation and Next Steps](#) ; Young Carers Example: [Dean Pearson - Leadership Projects 24-25: Evaluation and Ne...](#)

**What next?**

This remains a priority for next session

This will move to our maintenance agenda within SIP for next session

This is now part of our day-to-day business and will be monitored through general QA

## How does your Quality Assurance support your 'What Next' decision?

1. Several SQA visits for new courses and SQA verification have supported our evidence of successful delivery of appropriate courses. Whilst the range of course will expand, our assessment and verification processes are embedded and provide a firm foundation for successful expansion.
2. The decision to increase time in Maths and English was based on an analysis of data from associated primaries as well as our own analysis of progression. Improving data from our associated primaries suggests that we will have the right balance in the medium term and thus this focus on Literacy and Numeracy is embedded in our structures.
3. This session was well-received with evaluations indicating that the session on general/adaptable study skills was the most relevant to all; therefore, we will continue to review specific content within our embedded Family Learning approaches.
4. We informally evaluated 'Year One' of our Achievement Ceremonies approach and there was a clear confirmation that an inclusive approach based on values was appropriate to our school context. Identifying these strengths also support the development of the senior phase Character Awards for June 2025. Whilst we will continue to modify these as the school grows, they are embedded.
5. Study support has been targeted at pupils as appropriate, in line with robust review of tracking data in the senior phase. Given the inconsistencies in accessing study support (both in person and online) across faculties and individuals, we must maintain focus on this area in the medium term.
6. Pupil voice has been an important part of reviewing literacy and numeracy groups, with changes made to focus/personnel as appropriate. Our core data around Achievement at Third and Fourth Level demonstrates that we can be confident in improvements over time but must be maintained as a focus until it is more closely aligned with local and national averages.
7. Based on work with our Parent Council, we conducted an evaluation of tracking, monitoring and reporting with parents. This identified a gap in knowledge and understanding around what progress looks like for young people, which is being picked up within faculties in the coming session and will be maintained as a focus for this session.
8. Whilst our focus groups of young people indicated that most felt stretched and challenged in most areas, this research focused on those who were already deemed high attaining and developed of this strand of work should also now encompass the 'middle' for increased impact. This area is a challenge for most schools, and must therefore be maintained as a focus.
9. We reflected pupil and parent views around consistency in core curricular areas and CLs managed both long and short term absences by creatively deploying resources to ensure equity of experience. Our knowledge and understanding of national trends around teacher recruitment, retention and attendance, combined with our growing school population, means that this must remain an area of focus.

10. Whilst we have had steady interest in the Duke of Edinburgh programme, including from young people who fall into at least one 'keep in view' group, this is not yet representative of our demographics. The need to remain mindful of this means that it must be maintained within our priorities in the medium term.
11. Within days of the Rosehill 100 event, staff were already beginning to generate suggestions as to how this event can grow to continue to provide a focus for benefiting the wider community. This desire to build on the community event means it must be maintained within our priorities in the medium term.
12. Several SQA visits for new courses and SQA verification have supported our evidence of successful delivery of appropriate courses. However, given that we are again running multiple courses for the first time this year, a specific focus on attainment data to ascertain which courses are delivering for us or otherwise must be a priority in our improvement planning.
13. Faculty Level analysis of participation in Literacy and Numeracy intervention programmes indicated inconsistencies around presence, participation and achievement. With Literacy and Numeracy rates increasing but still below the national average at each key stage in our associated primaries, these interventions must be a priority in our improvement planning.
14. Our quality assurance calendar included regular slots for reviewing senior phase data, providing robust information on which to base referrals to our Attainment Hub. Knowledge of BGE progression has also led to the identification of a BGE cohort who will benefit from early interventions. As this is the first time we have run the Attainment Hub in this format, its further expansion must be a priority in our improvement planning.
15. At key points throughout the year, we reviewed and published co-curricular opportunities, working with partners such as the Library Service and Active Schools to regularly promote opportunities for wider achievement. However, we are not yet recording this in a systematic way, and a focus on this to identify and support those with barriers to participation must be a priority in our improvement planning.
16. We have reviewed the data on the reach of Fantastic Friday and other ways of recognising achievement informally, providing renewed focus when required. Feedback via the Parent Council indicated that we could still do more to make these forms of recognition explicit via regular reminders, and so the recording and sharing of this data on a regular basis must be a priority in our improvement planning.
17. Our school is still less than two years old, and we remain a smaller than average team. Therefore, prioritising opportunities for leadership at all levels to support achievement and attainment must be a priority in our improvement planning.



## Based on the improvements made this session, what is our capacity for continuous improvement?

### **LEADERSHIP AND MANAGEMENT:**

- All staff have contributed to the the continuous development of the curriculum (in its widest sense), enabled by genuine leadership at all levels
- All staff engage fully in core elements of their development, including our school based Professional Learning Days and robust Professional Review and Development programmes
- All staff have engaged in Learning Walks/Learning Visits and most have demonstrated their commitment to continuous improvement in pedagogy, including commitment to CLPL
- All staff have the opportunity to engage in leadership opportunities through our internal Leadership Projects programme

### **LEARNING PROVISION**

- Our recent 2.1 quality assurance visit noted the strength of relationships within the school and young people's opportunity to have their voices heard
- We ensure that all of our decisions are based on our specific context and the uniqueness on our position as a brand-new school at the heart of the community
- The Brae is fully integrated into Rosehill and provides a high standard of support for young people with severe and complex needs

### **SUCSESSES AND ACHIEVEMENTS**

- We have a completely inclusive approach to all curricular and co-curricular activities, which are run at no cost to young people and have meaningful links to learning
- Our Silver Rights Respecting schools accreditation fewer than 18 months after opening reflects our complete commitment to meeting the needs of all learners in a positive environment
- We are now beginning to gather more meaningful attainment data in the BGE, supporting appropriate challenge and support within the senior phase
- Events such as the Rosehill 100 demonstrate our school's positive culture and ethos

## 2024-25 Overall Grading for Quality Indicators from HGIOS4?

Quality Indicator	1.1 Self-evaluation for self-improvement	1.3 Leadership of change	2.3 Learning, teaching and assessment	3.2 Raising attainment and achievement
<b>HGIOS 4 Grading:</b> 1 Unsatisfactory 2 Weak 3 Satisfactory 4 Good 5 Very Good 6 Excellent	Good	Very Good	Good	Satisfactory

- Self-evaluation grading for 1.2, 2.3 and 3.2 will be submitted to Scottish Government for the annual NIF QI return by the central team.

# Rosehill High School Improvement Plan 2025-2026

YEAR 1 of 3-YEAR PLANNING CYCLE





## East Lothian Education *DRAFT* Priorities Session 2025/26

- *Ensure the financial sustainability of the Council through the delivery of approved savings and transforming the way we deliver services.*
- *Target resources on statutory services and focus on the highest risks and those most in need.*
- *Deliver key infrastructure, economic development and environmentally sustainable projects within available council resources and maximising external funding.*

2.2 Curriculum 2.3 Learning, Teaching and Assessment	3.1 Ensuring Wellbeing, Equality and Inclusion	3.2 Raising Attainment and Achievement
<p>Strengthen, align and raise awareness of 3-18 strategies to ensure articulation and a strong focus on raising attainment and quality learning and teaching</p> <ul style="list-style-type: none"> <li>• Raising Attainment Strategy</li> <li>• Digital Learning and Teaching Strategy</li> <li>• Curriculum, Learning and Teaching Strategy</li> <li>• Literacy Strategy</li> <li>• Numeracy Strategy</li> </ul> <p><b>See each strategy here:</b>  <a href="#">East Lothian EduHub - Enabling Learning (google.com)</a></p> <p><b>Develop a 3-18 Health and Wellbeing Strategy</b></p> <p><b>*Implement the updated Health and Wellbeing Curriculum (secondary focus)</b></p> <p><b>Updated HWB resources can be found here:</b>  <a href="#">East Lothian EduHub - Health and Wellbeing (google.com)</a></p> <p><b>*Implement the 3-18 Curriculum, Learning and Teaching Strategy, ensuring every learner experiences high quality learning and teaching through a focus on:</b></p> <ul style="list-style-type: none"> <li>• data driven evidence</li> <li>• national expectations</li> <li>• research-based pedagogical practice</li> </ul> <p><b>*Across priorities for Session 2024/25, have a clear focus on improving the delivery of the BGE, particularly in S1-3 through:</b></p> <ul style="list-style-type: none"> <li>• high quality learning experiences</li> <li>• transition in learning</li> <li>• robust tracking and monitoring of S1-S3 attainment data</li> <li>• personal support</li> </ul> <p><b>Pedagogy supports can be found here:</b>  <a href="#">East Lothian EduHub - Pedagogy (google.com)</a></p> <p><b>Engage with the recommendations of the Hayward Review</b></p>	<p>Through the Belonging to East Lothian initiative, develop an integrated Early Intervention Service to:</p> <ul style="list-style-type: none"> <li>• provide bespoke supports for children and young people at risk of disengagement from Education, to ensure our children and young people get the support they need, when they need it, through the development of the Education Outreach Team</li> <li>• strengthen the Child Planning process and the work of the Locality Teams</li> <li>• rationalise referral routes and processes for early intervention services</li> <li>• Whole Family Wellbeing Funding: implement preventative whole family support measures (parent/carer engagement and family learning)</li> </ul> <p><b>*All schools should progress their journey with Rights Respecting Schools, with a minimum expectation of achieving Bronze by March 2025</b></p> <p><b>RRSA information can be found here:</b>  <a href="#">East Lothian EduHub - UNCRC and Rights Respecting Schools Award (google.com)</a></p> <p><b>Undertake a review of service wide policies to ensure UNCRC principles are considered and included as key drivers:</b></p> <ul style="list-style-type: none"> <li>• ensuring compliance with Included, Engaged, Involved suite of policies to ensure all children and young people are safe, supported and included</li> <li>• ensuring policies are equitable, consistent, lean, coordinated, co-designed with relevant partners, and learner centred</li> </ul> <p><b>3 year plan for development of UNCRC will be developed</b></p> <p><b>Review and develop the professional learning offer to continue to develop a trauma informed and skilled workforce, able to adapt to emerging needs.</b></p>	<p><b>*Implement the Raising Attainment Strategy with a key focus the stretch aims.</b></p> <p><b>Strengthen approaches to tracking and monitoring attainment, achievement, attendance and exclusion of targeted groups to be able to demonstrate impact of targeted interventions.</b></p> <p><b>Focus on children and young people:</b></p> <ul style="list-style-type: none"> <li>• who are most affected by poverty</li> <li>• who are looked after and accommodated</li> <li>• with additional support needs</li> </ul> <p><b>See Raising Attainment Strategy here:</b>  <a href="#">East Lothian EduHub - Enabling Learning (google.com)</a></p> <p><b>Work closely across services and third sector partners to reduce the cost of the school day and mitigate the impact of child poverty.</b></p> <p><b>See East Lothian Council's Poverty Strategy here:</b>  <a href="#">ELC_East_Lothian_Poverty_Plan_2021_2023.pdf</a></p> <p><b>See CPF-LT Guidance here:</b>  <a href="#">GIRFEC in East Lothian - Multi-agency Forums (google.com)</a></p>

## School Priorities

**PRIORITY 1: Embedding our genuine Broad General Education and further developing our new senior phase curriculum, underpinned by high quality learning, teaching and assessment for all.**

**PRIORITY 2: Working in partnership to ensure equity, wellbeing and inclusion, with a clear commitment to children's rights.**

**PRIORITY 3: Enabling leadership at all levels to support achievement and attainment.**

### 3 Year Improvement Plan 2025-2028

3 Year Improvement Plan	Year 1 – 2025-26	Year 2 – 2026-27	Year 3 2027-28
<p><b>Priority 1</b></p> <p><i>Further developing our genuine Broad General Education and introducing our new true senior phase curriculum, underpinned by high quality learning, teaching and assessment for all.</i></p>	<ul style="list-style-type: none"> <li>A. Further develop senior phase SQA/SCQF offer to meet the needs of the rapidly growing senior phase roll.</li> <li>B. Further develop partnership working with e.g. School/College partnership and access to Foundation Apprenticeships as appropriate.</li> <li>C. Further develop our Family Learning programme to ensure a specific focus on literacy and numeracy in the BGE, and study skills to support senior phase success.</li> <li>D. Began the process of offering meaningful DYW (Developing the</li> </ul>	<ul style="list-style-type: none"> <li>A. Further development of senior phase curriculum, including Level 7 courses as appropriate.</li> <li>B. Continue to widen and evaluate partnership course offers.</li> <li>C. Amend programmes based on evaluations and seek further partner input.</li> <li>D. Build on partnerships with local businesses</li> </ul>	<ul style="list-style-type: none"> <li>A. Evaluation of senior phase curriculum, including implications of Curriculum Improvement Cycle as appropriate.</li> <li>B. Continue to widen and evaluate partnership course offers.</li> <li>C. Support the Pupil Leadership Team to lead some activities as appropriate.</li> <li>D. Evaluate programme- in the light of our first cohort having completed S6</li> </ul>

	Young Workforce) opportunities for young people.		
<p><b>Priority 2</b></p> <p><i>Working in partnership to ensure equity, wellbeing and inclusion, with a clear commitment to children's rights.</i></p>	<p>A. Launch the new PT Equity role, designed to support more effective use of data (including the Rosehill Equity Tracker) in designing, tracking and evaluating interventions.</p> <p>B. Continue to monitor the impact of the PEF PSW and Home/School practitioner in reducing the poverty related attainment gap.</p> <p>C. Ensure a successful transition into our third House, House Clover. This will involve appropriate support for young people and the development of the new House Head's remit.</p> <p>D. Ensure appropriate and consistent deployment of all support staff, including dedicated time to enact all aspects of policy around both medication and attendance.</p> <p>E. Begin to explore more meaningful curricular as well as pastoral transition, with a focus on meeting both the learning and wellbeing needs of all young people.</p>	<p>A. Begin to explore more meaningful patterns and trends based 3 years of Equity data</p> <p>B. Based on anticipated PEF, continue to develop the role of the Home/School practitioner in line with ELC attendance policy.</p> <p>C. Based on anticipated PEF, continue to grow this House with senior phase learners.</p> <p>D. Further build the confidence of support staff in delivering, tracking and monitoring interventions</p> <p>E. Expand curricular transition beyond Literacy and Numeracy, with focus areas tbc.</p>	<p>A. To be confirmed, in line with emerging data trends</p> <p>B. Unknown due to uncertainties around how this can be financed longer term.</p> <p>C. Unknown due to uncertainties about how this can be financed longer term.</p> <p>D. Complete a skills audit of the support team to inform priorities for recruitment</p> <p>E. Further expand curricular transition to ensure meaningful data across all BGE curricular areas.</p>
<p><b>Priority 3</b></p> <p><i>Enabling leadership at all levels to support</i></p>	<p>A. Ensure that our senior phase curriculum development continues to take cognisance of the data around pass rates/rates of completion to ensure the best chance of attainment for young people.</p>	<p>A. Continue to monitor developing patterns and trends in attainment through Insight and internal data analysis.</p>	<p>A. Based on this data, link into the senior phase curriculum review highlights.</p>

<p><b>achievement and attainment.</b></p>	<p>B. Further develop our BGE Literacy and Numeracy interventions programmes to ensure a 'menu' of interventions led by both teaching and support staff.</p> <p>C. Further develop our Attainment Hub to ensure evidence gathering to support qualifications at an early stage.</p> <p>D. Develop a tracking system to effectively evidence pupil participation in curricular and co-curricular activities.</p> <p>E. Develop a tracking system to effectively record the ways in which opportunities for achievement are offered, recognised and celebrated.</p> <p>F. Further build on the success of our distributive leadership model with leaders at all levels contributing to increasing achievement and raising attainment</p>	<p>B. Track the relationship between interventions and eventual BGE attainment over time.</p> <p>C. Support sustainability by expanding the number of staff with the knowledge and skills required for this intervention.</p> <p>D. Make use of the data gathered to identify those at risk of missing out to better target opportunities</p> <p>E. Make use of the data gathered to more systematically celebrate achievement throughout the year.</p> <p>F. Evaluate professional learning programme and consider how this can be led effectively from the middle where appropriate</p>	<p>B. Focus on building staff skills to allow more of these programmes to be delivered by support staff/other subject teachers as well as subject specialists</p> <p>C. To be reviewed in line with potential curricular changes.</p> <p>D. Work collegiately with other schools to ensure a continued focus on high quality co-curricular opportunities.</p> <p>E. Work collegiately with other schools to ensure a continued focus on meaningful achievement data.</p> <p>F. TBC in line with potential staffing structure changes</p>
<p><b>Maintenance Agenda</b></p>	<p><b>PRIORITY 1 MAINTENANCE</b></p> <p>a) Ensure that Curriculum Maps and Knowledge organisers are regularly accessed to promote naturally occurring IDL</p> <p>b) Continue regular Learning Walks and Learning visits, involving ELT in deciding on specific focus areas</p>	<ul style="list-style-type: none"> <li>To be monitored in line with emerging data.</li> </ul>	<ul style="list-style-type: none"> <li>To be monitored in line with emerging data.</li> </ul>

- c) Support new staff in early adoption of Rosehill Core Expectations for LTA
- d) Build on current successes in staff led CLPL to encourage more presenters and more attendees

**PRIORITY 2 MAINTENANCE**

- e) Move forward with the RRS programme, aiming at Gold accreditation during session 26-27
- f) Review Coaching for Success programme in line with resources
- g) Maintain the Cost of the School Day when considering any new projects/initiatives
- h) Explore sustainable providers for a cost effective Meet and Eat breakfast provision
- i) Build on support for inclusion via Homeroom with 'Big Questions' approach to Senior Phase Homeroom and continuation of Wednesday Worldview approach in the BGE.
- j) Continue to focus on equality and diversity, developing the Ambassadors programme as appropriate
- k) In line with a growing senior phase population, further develop careers programmes to offer support for the full range of positive destinations.
- l) Ensure that Pupil Information continues to be regularly updated, accessible by staff and reflective of pupil voice
- m) Provide high quality professional learning for support staff as well as for teaching staff

- n) Maintain our culture and ethos with new staff, focused on shared accountability for pupil outcomes
- o) Lead and manage the rapid expansion of the Brae, including developing the parent community

**PRIORITY 3 MAINTENANCE**

- p) Further develop our programme of in-person and online supported study to engage almost all learners
- q) Make intelligent use of data through Rosehill Equity Tracker and in-house data capture
- r) Evaluate introduction of in-person parents' meeting and continue to review sharing of progress information in the BGE
- s) Continue our focus on stretch and challenge for the most able, focusing on the BGE as well as the senior phase.
- t) Maintain focus on potential gaps in staffing and deploy appropriate mitigations to minimise the impact on young people.
- u) Promote further growth of the Duke of Edinburgh programme
- v) Promote further growth of the Rosehill 100 community event

**PRIORITY 1:** Further developing our genuine Broad General Education and introducing our new true senior phase curriculum, underpinned by high quality learning, teaching and assessment for all.

<b>Improvement Actions</b>  <i>Highlight any links to PEF priorities in RED</i>	<b>When/Who</b>	<b>Measurable outcome for improvement action</b>	<b>Improvement Evidence Sources</b>	<b>Periodic Progress Tracking</b>
<p>Further develop senior phase SQA/SCQF offer to meet the needs of the rapidly growing senior phase roll, based on emerging data.</p>	<p>CLs and DHT Curriculum (plus other input as appropriate); by January 2025.</p>	<p>The curriculum offer will be wider in 25-26 and continue to encompass both SQA and SCQF offers.</p>	<p>Timetabling and presentation arrangements.</p>	<p>Completion rates analysis: September 2024. Load versus capacity: October 2025. FA1: December 2026. Course choice: Jan 2026.</p>
<p>Further develop partnership working with e.g. School/College partnership and access to Foundation Apprenticeships as appropriate.</p>	<p>House Heads and DHT Curriculum; by January 2025.</p>	<p>The number of young people engaging in senior phase courses led by partners will increase, where appropriate.</p>	<p>Timetabling and presentation arrangements.</p>	<p>In line with school offer dates.</p>
<p>Further develop our Family Learning programme to ensure a specific focus on progress in literacy and numeracy in the BGE, and study skills to support senior phase success.</p>	<p>All staff; from September 2025.</p>	<p>All parents/ young people will have the opportunity to engage in at least one in person Family Learning event during the course of the year.</p>	<p>Attendance figures and evaluation forms.</p>	<p>Evaluation of each event, in line with the school calendar.</p>
<p>Begin to introduce more systematic approaches to Developing the Young Workforce.</p>	<p>DYW Lead; Pupil Support Team; SDS and partners as appropriate, by January 2025.</p>	<p>Positive destination statistics will hold or improve. Intended destination data will be held for almost all pupils.</p>	<p>Positive destination statistics. Participation numbers for DYW offers.</p>	<p>In line with the 16+ Data Hub and MyWorld curriculum. DYW lead supported through internal CLPL.</p>
<p>Further opportunities will be sought for naturally occurring interdisciplinary learning as well as timetabled opportunities.</p>	<p>CLs, in line with curriculum mapping; ongoing throughout the session.</p>	<p>All faculties will be able to identify a few instances where their curricula provides opportunities for IDL.</p>	<p>BGE Curriculum review data. Curriculum maps.</p>	<p>Curriculum review early October 2025. Curriculum map reviews in line with QA calendar.</p>

<p>Support all new teaching staff/ refresh all staff in their understanding of the Rosehill Way/ Core Expectations</p>	<p>SLT to lead, CLs and teaching staff; PL Day August 2025 and Learning Walks/Visits in each Quadrant.</p>	<p>All teaching staff will be able to articulate our expectations regarding Rosehill Ready and Core Expectations for LTA. Observations/ quality assurance of learning, teaching and assessment evidence consistency of practice</p>	<p>PL Day schedules and evaluations. ELT and faculty minutes. LTA Hub.</p>	<p>In line with the school calendar and meeting/collaboration schedules.</p>
<p>Building on the success of previous sessions, continue to provide appropriate in house activities during ELC CLPL afternoons.</p>	<p>SLT/ELT in planning; Pedagogy Lead; selected staff in delivering; ongoing.</p>	<p>All teaching staff will have the opportunity to engage in relevant CLPL in-house, including leading this where appropriate.</p>	<p>Data in the LTA Hub. CLPL attendance and evaluations.</p>	<p>In line with ELC CLPL afternoons. Additional Twilight sessions in line with the school calendar.</p>
<p>Continue to develop our well-received Professional Learning Days by placing more of an onus on staff to bring/share practice for days 3-5 in particular</p>	<p>SLT in planning, all staff in enacting. From October 2025.</p>	<p>All teaching staff will have the opportunity to reflect on practice and learn from colleagues in a formalised setting.</p>	<p>Data on attendance and materials from sessions.</p>	<p>PL Days in line with the ELC Education calendar.</p>

**PRIORITY 2:** Working in partnership to ensure equity, wellbeing and inclusion, with a clear commitment to children's rights.

Improvement Actions	When/Who	Measurable outcome for improvement action	Improvement Evidence Sources	Periodic Progress Tracking
<p><i>Highlight any links to PEF priorities in <b>RED</b></i></p> <p><b>Launch the new PT Equity role</b></p> <p><b>Launch House Clover</b></p> <p>Review and evaluate deployment of mainstream ASN auxiliaries.</p> <p>Begin to develop more robust curricular as well as pastoral transition, with a particular focus on progress in Literacy and Numeracy.</p> <p>Make progress towards Gold Rights Respecting School accreditation.</p>	<p>DP, GP, <b>House Teams [inc. PEF roles]</b> from August 2025.</p> <p>JM/LSY/CM; from August 2025.</p> <p>MO with SLT support; by November 2025.</p> <p>MO/CR/JW/ASG; by November 2025.</p> <p>HB/pupil steering group/PLT; from August 2025.</p>	<p>As per the Rosehill Equity Tracker: meeting ELC set targets for increasing attendance and reducing exclusion, as well as key attainment points.</p> <p>All young people who move will complete a successful transition to their new House Head.</p> <p>All ASN auxiliaries will be able to report confidence in their role. Frequency of movement in duties will be reduced. Most CLs will offer positive feedback.</p> <p>All teaching staff will be aware of young people's literacy and numeracy levels. Parents will have an informed understanding of what progress looks like in early secondary.</p> <p>All young people will be aware of key rights. The RRS steering group will expand to include members across all year groups. This will link</p>	<p>Equity Tracker. More detailed internal data on attendance, attainment and exclusion of targeted groups.</p> <p>Relevant House Head paperwork. Parent feedback. Pupil voice/wellbeing check ins.</p> <p>ASN aux reflections. Timetables. CL evaluations. Medication paperwork/training.</p> <p>Pupil Information. TMR info. Parent TMR feedback/Parent questionnaire. Attendance the appropriate Family Learning event.</p> <p>RRS updates in HT Updates/via website. 5 a day/additional pupil voice data. Meeting minutes.</p>	<p>Monthly meeting with PT Equity/SLT monthly analysis based on data updates.</p> <p>Weekly PSG and monthly line manager meetings.</p> <p>Weekly PSG and monthly line manager meetings. 2.1 check tbc.</p> <p>Literacy and Numeracy data check December 25 and May 26. Attainment meetings. Scheduled Reports.</p> <p>Monthly RRS meetings.</p>

Run a modified Coaching for Success programme (this cannot be guaranteed until we have a clearer budget picture)	Volunteer coaches. Identified young people; from October 2025.	into existing groups such as PLT and Inclusion Ambassadors.  Most young people who start the programme maintain it.	Attendance and attainment data of coachees.	This will only be possible if staff attendance is maintained throughout the autumn/winter period.
Further develop our commitment to the Cost of the School Day.	CM and team; ongoing.	All families approaching the school for help are supported. No pupil misses out on an opportunity because of funding.	Data on e.g foodbank/Mission Christmas referrals.	COSD lead to review progress via support for Leadership Projects.
Provide Meet and Eat breakfast provision without Magic Breakfast partnership.	MO/PEF PSW/MJ and volunteers; by September 2025.	Attendance at provision is maintained (approx 10% of school roll). Provision is managed within existing financial constraints.	Data on attendance, including new \$1. Data on costs.	Monthly review of cost and attendance data.
Launch new Senior Phase Homerooms, covering RME outcomes within existing supportive structures.	LA and Homeroom teachers; from August 2025.	Most young people in the Senior Phase will continue to value the Homeroom experience and attend sessions.	Attendance/punctuality data. Pupil feedback.	Attendance data capture in whole school data checks. Review of programme per Quadrant.
Continue to develop BGE Homeroom as a vehicle for supporting equality, diversity and inclusion, particularly via Wednesday Worldview.	Homeroom teachers and CLs on rotation; ongoing.	Almost all BGE young people will continue to value the Homeroom experience and attend sessions.	Attendance/punctuality data. Pupil feedback.	Attendance data capture in whole school data checks. Review of programme in December 2025 and May 2026.
Further develop our Ambassadors programme across all year groups, including input into Homeroom where appropriate, and specific focus on mental health.	CLs and teaching staff/CMi; ongoing	All Faculties are able to identify Ambassadors who enhance universal Pupil Voice activities.	Pupil voice data.	Via ELT schedule/discussions.
Continue to work in partnership to develop our careers programmes,		Almost all school leavers will go into a positive destination, with ongoing support for those	16+ Data Hub. SDS data. In time, Insight data.	16+ meetings scheduled monthly. Insight analysis February 2026.

<p>with a strong awareness of the needs of at risk groups</p> <p>Continuously review and update Pupil Information spreadsheet to ensure latest and best information.</p> <p>Demonstrate the value placed on support staff (including PEF staff) through provision of meaningful professional learning opportunities.</p> <p>Maintain our strong and inclusive culture and ethos with all staff, including new team members, focused on shared accountability for all learners.</p> <p>Successfully lead and manage the rapid expansion of the Brae, providing a supportive network for families.</p>	<p>House Teams (inc. PEF roles), SDS, DYW Leads; ongoing</p> <p>House Teams (inc. PEF roles) and CL SfL for update, all staff for review; ongoing.</p> <p>HT, DHT Pupil Support, House Teams [inc. PEF roles] DHT ASN and CL SfL; in line with CLPL opportunities; ongoing.</p> <p>HT/SLT/ELT to lead, all staff in engagement; ongoing.</p> <p>DHT ASN, Brae teachers; from August 2025.</p>	<p>who do not. All young people identify an intended destination.</p> <p>All young people will have entries in Pupil Information which reflect their voice, checked annually. All young people with ASN or in the CPM process will have entries updated timeously as required.</p> <p>All support staff will attend at least one off-site and/or Twilight CLPL to continue to develop their skills in supporting the young people most in need. All support staff will be able to reflect on the impact of these through PRD.</p> <p>Most staff will make contributions to supporting all young people beyond as well as within their classrooms through e.g. co-curricular activities, rest break support, support calls.</p> <p>All families in the Brae will attend at least one in person engagement for their child, and most will attend at least one community activity.</p>	<p>Pupil Information spreadsheet and QA processes.</p> <p>Records of attendance, PRD.</p> <p>Temperature check surveys for staff; observations of practice; pupil voice; feedback from visitors.</p> <p>Attendance data, CPM minutes, evaluations of community events.</p>	<p>Reviewed weekly via House Meetings. QA checks termly via PSG.</p> <p>TBC in line with published opportunities.</p> <p>Quadrant based reviews of practice with staff, discussed via subsequent SLT/ELT.</p> <p>In line with the Brae calendar for network opportunities.</p>
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**PRIORITY 3:** Enabling leadership at all levels to support achievement and attainment.

<b>Improvement Actions</b>  <i>Highlight any links to PEF priorities in <b>RED</b></i>	<b>When/Who</b>	<b>Measurable outcome for improvement action</b>	<b>Improvement Evidence Sources</b>	<b>Periodic Progress Tracking</b>
<p>Ensure that our senior phase curriculum development continues to take cognisance of the data around pass rates/rates of completion to ensure the best chance of attainment for young people.</p>	<p>SLT/CLs/teaching staff; from September 2025.</p>	<p>It is not possible to state this at this stage, as this will be our first set of SQA/SCQF results.</p>	<p>Insight data. Partnership completion rates data.</p>	<p>September 2025 Insight review. October 2025 session with Lewis Paterson. February 2026 update review.</p>
<p>Further develop our BGE Literacy and Numeracy interventions programmes to ensure a 'menu' of interventions led by both teaching and support staff.</p>	<p>Relevant CLs, Sfl teachers, support staff (inc. PEF PSW.) From October 2025.</p>	<p>Attainment of Third Level Literacy and Third Level Numeracy will increase by at least 5% by the end of session 25-26.</p>	<p>BGE Attainment Data.</p>	<p>Attainment meetings as scheduled. Formal review December 2025 and May 2026.</p>
<p>Further develop our Attainment Hub to ensure evidence gathering to support qualifications at an early stage.</p>	<p>Sfl staff, PEF Home/School Practitioner, CLs; from November 2025.</p>	<p>We will maintain or increase the percentage of young people attaining at least 5 qualifications by the end of S4.</p>	<p>Senior phase attainment data. Attainment Hub attendance.</p>	<p>RB will maintain an Attainment Hub tracker to show progress throughout the year. Monthly SLT review.</p>
<p>Develop a tracking system to effectively evidence pupil participation in curricular and co-curricular activities.</p>	<p>HT/ admin team/ all staff for inputs; from September 2025.</p>	<p>As this is the first year of systematically gathering this data, we will be looking to establish a baseline only.</p>	<p>Data within tracker.</p>	<p>Tracker to be reviewed each quadrant.</p>
<p>Develop a tracking system to effectively record the ways in which</p>	<p>HT/ admin team/ all staff for inputs; from September 2025.</p>	<p>As this is the first year of systematically gathering this data, we will be looking to establish a baseline only.</p>	<p>Data within tracker.</p>	<p>Tracker to be reviewed each quadrant from Q2 onwards.</p>

<p>opportunities for achievement are offered, recognised and celebrated.</p> <p>Further develop our Leadership Projects programme, supporting classroom teachers to demonstrate impact on achievement and attainment at a whole school level</p>	<p>HT/Project Leads/Supporters; from September 2025.</p>	<p>Each leadership project will have its own measurable outcomes, linked to attainment or achievement.</p>	<p>TBC in line with project developments</p>	<p>Each lead will complete a review for each quadrant and a final impact report.</p>
<p>Further develop our programme of in-person and online supported study to engage most learners.</p> <p><b>Make intelligent and proportionate use of data in the Rosehill Equity Tracker, developing in-house data based interventions as required.</b></p>	<p>CLs, class teachers, DP (Achieve); from October 2025.</p>	<p>Most learners will engage in supported study activity for the majority of their SQA subjects. All faculties will provide an online or in-person offer.</p>	<p>Attendance data. Communications for those at risk of missing out.</p>	<p>Data check prior to each set of Formal Assessments.</p>
<p>Introduce and evaluate increased in-person parent consultation opportunities to support better understanding of BGE progress information.</p>	<p>HT, SLT, House Teams, [inc. PEF roles] Home/School Practitioner, DP, admin team; from September 2026.</p>	<p>Attendance will continue to increase over time (lack of historic data makes specific predictions meaningless) . Exclusions will remain stable and in line with stretch aims.</p>	<p>Attendance data, particularly Home/School Practitioner caseload.</p>	<p>Tracker is updated monthly and reviewed at SLT/ fed back to House Teams.</p>
<p>Continue to focus on stretch and challenge across the curriculum, including the BGE as well as the senior phase.</p>	<p>CLs and teaching staff, throughout the session.</p>	<p>The majority of families will attend in person parent consultations for their young person. We will see an increase in the proportion of parents indicating that they understand how their child is progressing.</p>	<p>Data from in-person events. Data from parent survey.</p>	<p>Evaluation of each in-person event. Full parent survey to be undertaken in May 2026.</p>
<p>Maintain an informed focus on potential staffing challenges and put</p>	<p>CLs, class teachers, AM; ongoing.</p>	<p>Pupil Information will contain specific information on young people with a specific need for stretch and challenge. Most observed lessons will contain appropriate stretch and challenge.</p>	<p>Pupil Information. Learning walks and Learning visits data. 5 a day discussions.</p>	<p>Pupil Information updates by November 2025. Learning walks and learning visits in line with QA calendar.</p>

<p>in place appropriate mitigations to minimise impact on attainment.</p> <p>Continue to grow the Duke of Edinburgh programme as a sustainable co-curricular offer.</p> <p>Promote further growth of the Rosehill 100 community event</p>	<p>HT/BM/ CLs; as required.</p> <p>HB/trained staff; in line with the school calendar.</p> <p>HT/ SG/RW and other interested staff; from January 2026.</p>	<p>All young people will have regular access to subject specialists throughout the year.</p> <p>The number of young people completing the full award will increase by 10%. The number of young people signing up for the award will increase by 5%. An additional 2 staff will be supported with appropriate training.</p> <p>We will raise over £4000 for our partner charity. We will increase pupil participation by 20%.</p>	<p>Timetables/ cover information.</p> <p>Sign up and completion data. Training certification.</p> <p>Fundraising and participation data.</p>	<p>Ongoing, in line with emerging gaps.</p> <p>Sign up activities In November 2025 and completion activities in June 2026. Training in line with providers.</p> <p>Event to take place in May 2026.</p>
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# Maintenance Agenda for this session:

Improvement Priority – Improvement Action	Year Moved to Maintenance	Planned QA to ensure sustainability / embedding of improvement
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*Given the pace of growth and change we are experiencing as a new school, **we have elected to include all maintenance agenda items within the key actions of our Improvement Plan.** This reflects our awareness of the need to continually revisit key priorities as more staff, pupils and families join our learning community.*

## PEF Evaluation for 2024/25 and Proposal for 2025/26

<b>Name of School</b>	Rosehill High School	
<b>PEF allocation</b>	<b>2024/25:</b> £84,496	<b>2025/26:</b> £133,470
<b>Context</b>	<b>% of school who claim FSM:</b> 26%	<b>% of school who live in Quintile 1:</b> 9.7% (variable, as of June 2025)

### Evaluation: PEF 2024/25

Planned Intervention	Actual Cost	Evaluation	Next Steps
Employment of a Home/School Link Practitioner to support our understanding of attendance data and to act as a conduit between school and families.	£3,083	It is not possible to meaningfully evaluate this intervention as, due to delays in receipt of PEF (received December 2024) and in recruitment (post holder began in March 2025) there has not been time to make demonstrable impact.	The Home/School Practitioner now has an identified caseload and is beginning to lead appropriate interventions. Therefore, we must now agree the ways in which these can be tracked and evaluated through the rest of the financial year.
Employment of 2 PEF funded Pupil Support Workers to further develop the work of our House Team.	PSW: £26,720 PSW: £18,520	<p>One of the two posts was with us for only a very short period of time and therefore this evaluation focuses on one post holder only. Some key impacts to which the post holder contributed include:</p> <ul style="list-style-type: none"> <li>• An overall reduction in exclusions (from 85.7 per 1000 last year to 21 per 1000 by the end of May 2025)</li> <li>• An overall increase in attendance (from 83.3% in session 24-25 to 86.6% by the end of May 2025), though there remains an FME gap</li> <li>• Engagement in the new Meet and Eat breakfast provision</li> <li>• Valuable support for CPMs and partnership working for vulnerable young people, as identified via pupil voice</li> <li>• Support for the Attainment Hub (all but of our leavers has at least 5 NQs)</li> </ul>	We will be continuing with this post for 25-26 as our PSWs are a vital part of our overall Pupil Support provision.

Membership of the national Magic Breakfast programme to resource our 'Meet and Eat' provision.	£719.20	Our data shows that around 10% of our school population has regularly benefited from the provision. However, fluctuations in those engaging has made it impossible to draw any meaningful conclusions on wider impact, beyond positive qualitative feedback during CPMs on the impact on wellbeing. This, combined with significant increase in Magic Breakfast membership costs and an inability to meet their key criteria of universal provision due to staffing costs associated with this, means that we need to make changes to this provision.	We plan to look at alternative funding to maintain a version of this provision for those most in need.
Purchase of additional Chromebook charging cabinets to ensure that the needs of those with ASN are not compromised.	£4, 268	Our Orchard and Meadow provisions are well stocked with 30 Chromebooks/charging trolleys and any young person with a clear need identified via CPMs has one to one access. They charge these as part of their daily routines.	This was a material purchase and this will simply continue to be used by those who need them throughout the coming session.
Increase the number of ASN auxiliaries available in line with our increasing population.	N/A	There were gaps throughout the year in the core funded and permanent ASN auxiliary team. Therefore, we focused on closing these and did not recruit for additional roles.	ASN provision continues to be a priority of the school and a more stable team is already making an impact. Therefore, we will not be using PEF in this way next session.
Set up a School Inclusion fund which can be accessed by families as required. This would include clear eligibility criteria.	N/A	The commitment from all staff to monitoring the Cost of the School Day means that we have not had to use any PEF to support pupil inclusion in activities. Almost all off-site visits have been cost neutral and, where there have been costs, families have been encouraged to seek help if required.	We will continue to monitor the need for this as we further develop our programme of co-curricular opportunities.

**Key Learning from 2024/25:**

- It is very challenging to 'draw out' which specific PEF interventions have contributed to overall school improvement, as there are no control groups in education. and our core data has fluctuated significantly over the course of the year.

- Delays to the receipt of PEF and to subsequent recruitment have limited our ability to quantitatively evidence impact, but we have tacit knowledge around this.
- The focus on people is associated with high costs, but makes a tangible difference to the life and work of the school, particularly with regards to the impact of working in a school with challenging demographics on teaching staff.
- Despite our efforts with the Breakfast provision and the Home/School Practitioner early work on attendance, we are not yet managing to narrow the gap around FME attendance. This can be further supported through the work of our new PT Equity, who begins in August.

PEF Plan 2025/26

Poverty Related Gap	Intended Outcomes	Interventions Planned	Resource Allocation	Measures of Impact
<p>What data informed gap have you identified?</p>	<p>What difference do you intend to make? (qualitative and quantitative)</p>	<p>What will you do to achieve these outcomes?</p>	<p>Consider all resource implications</p>	<p>How will you know you have achieved your outcomes? Which measures will you use?</p>
<p>As of our last census update, our core data indicates levels of need that are higher than the ELC average across multiple data points. This includes:</p> <ul style="list-style-type: none"> <li>62% ASN (of whom around half have needs requiring significant adaptations)</li> <li>23% FME</li> <li>68% of pupil living in Q1 and 2</li> </ul>	<p>Our young people need extensive support from their House Teams. Without action, House Team caseloads would be close to 300 for session 25-26. This would have led to a significant reduction in service for young people and their families.</p> <p>We wish to ensure that we have a lower House head per pupil ratio than would have been achieved through our core funding.</p> <p>We hope that our pupils will continue to report (via our Wellbeing Indicator checks) that their learning and wellbeing needs are being well met by House Teams.</p>	<p>We will employ a third House Head to maintain caseloads of around 200 max. They will work with one third of the year group in S1-S3, forming House Clover. They will also have a strategic remit for FME.</p> <p>To support consistency for year groups who have already experienced significant change, all senior phase pupils will remain with their current House Head.</p>	<p>£54, 356</p>	<p>Our House Head's strategic remit will look specifically at the attendance, attainment and achievement of young people in receipt of Free School Meals across S1-3.</p> <p>Based on session 24-25 data, the HH will coordinate appropriate interventions with an aim of increasing FME attendance to be within 3% of whole school attendance. This will be in partnership with the Home/School Practitioner.</p> <p>The HH will track the attainment of the targeted group with a focus on Literacy and Numeracy, with the aim of increasing FME attainment to be within 5% of the whole school rates for Achievement of a Level.</p> <p>The HH will also generate qualitative data around the Wellbeing Indicators,</p>

				with an aim of most young people in receipt of FME self reporting on wellbeing indicators with a score of 7+.
<p>We continue to have a significant attendance gap for young people eligible for Free School Meals. In session 24-25, their attendance was consistently below 80%</p>	<p>We will see an increase in the attendance of targeted groups and a reduction of the gap between FME attendance and overall attendance.</p> <p>Our targeted families will provide positive feedback on their experiences of working with the school.</p>	<p>We will continue the work of the Home/School practitioner who began in March. The post holder will be an important part of the CPM process and undertake specific work with both young people and their families as appropriate.</p>	<p>£35, 636.</p>	<p>Data in the Rosehill Equity Tracker will demonstrate a closing of the attendance gap, with attendance of the FME group within 3% of the whole school attendance.</p> <p>The Home/School Practitioner Tracker will track and monitor interventions for a caseload of approximately 25 pupils. At least 15 of these young people will show an improvement in their headline attendance. This caseload may vary across the year in line with evidence of impact.</p> <p>CPMs/House Team Minutes will include positive qualitative comments on the impact of the intervention for the majority of the young people on this caseload.</p> <p>The Home/School Practitioner will undertake both baseline and end point pupil views and parent views work. At least 75% of the young people will demonstrate more positive attitudes towards attending school. At least 75% of parents completing the</p>

				exercise will note improvements in their families relationship with the school.
<p>Around 20% of our pupil population has a social, emotional or behavioural need. It is our most common ASN and disproportionately impacts those living in poverty.</p> <p>These young people require 'circuit breakers' within their school day so that they can remain in mainstream classes as often as possible to benefit from high quality learning, teaching and assessment.</p>	<p>We will continue to support young people to regulate, reflect and maintain engagement in their learning.</p> <p>Our young people will continue to be able to confidently identify their House Team as key adults who can support them when they are struggling.</p> <p>Young people will be provided with an appropriate space (The House Room) to undertake planned learning in a small group environment.</p>	<p>We will continue the work of the PEF PSW, which began in August 2024.</p> <p>We will plan pupil timetables to allow for time within the House Room intervention.</p> <p>The PSW team will work closely with CLs in Literacy, Numeracy and Support for Learning to ensure appropriate learning materials and experiences</p>	£34, 122	<p>Exclusion rates will remain stable or reduce, as appropriate. This includes maintaining or reducing the number of young people who are excluded more than once.</p> <p>The PSW team will undertake pupil surveys to gather the impact of time in the House Room. At least 75% of young people will report a positive view of their wellbeing and learning.</p> <p>CPMs/House Team Minutes will include positive qualitative comments on the impact of the intervention for the majority of the young people accessing the House Room.</p>