



Liberton
HIGH SCHOOL

School Improvement
Plan
2025-26

**WHERE
EVERYONE
MATTERS**

READY * RESPECTFUL * RESPONSIBLE





Three Year School Plan for Improvement			
Quality Indicator	2024-2025	2025-2026	2026-2027
1.3	Empowering Staff: Develop School Improvement Groups for all teachers to contribute towards School Improvement Empowering Pupils: Pupil Leadership Structure with calendared opportunities for pupils to lead aspects of wider achievement and school improvement across the school.	Empowering Staff: Refine SIGs to include specific Pedagogy SIGs resulting in Practitioner Enquiries linked to key elements that our self-evaluation tells us we need to work on within 2.3. Empowering Pupils: Further development of pupil leadership opportunities so that almost all pupils (over 90%) understand and can articulate the range of ways in which their views are sought and influence change and improvement at school level.	Empowering Staff: Use feedback and data to inform staff leadership opportunities for year 1 in our new Liberton Community Campus building. Empowering Pupils: Open out our Pupil Leadership Structure from the current S5/6 plus house councils, to include a BGE Pupil Leadership Team to enable our younger pupils to feel fully empowered in leading change across our school community.
2.3	Launch 'The Liberton Lesson' Begin Faculty Focus Days, extra focus on routines. Introduce new CEC tracking system Improve judgements and moderation of Numeracy and Literacy benchmarks	Focus on Differentiation and Questioning: - The Liberton Lesson to align language with Universal, Targeted and Intensive - Edinburgh Learns input Faculty Focus Days to introduce self-assessment with faculty to compare to previous ranking. Faculty Focus Day, extra focus of relationships In faculty consistency in BGE level judgements and moderation	Faculty Focus Day extra focus of environment L&T focus based on Faculty Focus Days findings Whole school understanding and consistency in BGE level judgements and moderation
3.1	Attendance: • Improve completion rates across all staff • Integrated Support Understanding of new CEC Policy and Procedures	Attendance: • Improve accuracy across all staff • Integrated Support update LHS Policy and Procedures to align with CEC and support LHS LC	• Universal Supports
3.2	Attainment: Clear measurable annual targets for: 5@3 5@4 5@5 3@6 5@6	Attainment: Clear measurable annual targets for: 5@3 5@4 5@5 3@6 5@6	Attainment: Clear measurable annual targets for: 5@3 5@4 5@5 3@6 5@6
2.2	Metaskills: • Incorporation into course outlines. • Staff understanding of 12 metaskills.	Metaskills: • Curriculum Audit • Pupil Understanding and profiling • Develop staff/employer relations and understanding of metaskills-jobs	Metaskills: • Assessment and Moderation of. • Start to plan for progression.



IMPROVEMENT PRIORITY 1: Leadership of Change							
HGIOS 4 QIs: QI 1.1 Self-evaluation for Self-improvement QI 1.2 Leadership of Learning QI 1.3 Leadership of Change QI 1.4 Leadership and Management of Staff QI 3.2 Raising Attainment and Achievement		NIF Drivers School Leadership School Improvement Performance Information Teacher Professionalism Parental Engagement		NIF Priority: - Placing the human rights and needs of every child and young person at the centre of education - Improvement in skills and sustained, positive school-leaver destinations for all young people			
What is the gap (e.g. our baseline measure)?	Intended Outcome	Tasks/Actions	How will we measure impact?	Timescales	Led by	January Update	May Update
We surveyed pupils from across all year groups in May 2025, and: 87% of pupil responses indicated that they knew all of our school values (compared to 72% in May 2024) 97% of pupil responses said that they understood what the school expects of pupils in terms of being 'Ready' (60% said 'fully' and 37% said 'mostly') 98% of pupil responses said they fully or mostly understood what the school expects of them in terms of being 'Respectful' (67% fully and 33% mostly) and 'Responsible' (61% 'fully' and 39% 'mostly'). 97% of pupil responses said that they understood what the school expects of pupils in terms of being 'Responsible' (55% 'fully' and 42% 'mostly'). 95% of pupil responses said they feel our current values are good values for the school to have. 96% of staff who responded to a whole staff consultation in March 2025 stated that the whole school policy/approach to positive relationships and behaviours supports our values being enacted in the classroom. When looking at data in March 2025, we could see that 2% of colleagues were using praise	For over 90% of pupils in the school (and across every faculty) to be able to articulate our values of Ready, Respectful and Responsible and what these look like. For our whole school approaches to Positive Behaviours and Relationships, including praise and rewards, to be consistent across all faculties and for pupils to indicate that	Pupil Assemblies (Value of the Month) Staff Weekly Updates (Values and Scenarios from Positive Relationships Policy) To continue with the rewards- we have introduced and promote it in assemblies and staff weekly updates. To further develop pupils' sense of pride in being part of 'Team Liberton', through House Class time each morning, which includes daily activities and Interhouse Challenges. Staff CAT and INSET sessions asSIGned to values and ethos, and to positive relationships and behaviours. SIG for Positive Relationships and Behaviours Mentors	Pupil Views Pupil Engagement in House Class Activities Referral Data Alternative Learning Space Data House Points Data	June 2026	A Humphreys		



postcards daily, 30% weekly, 39% monthly, and 30% rarely or never. Our aim is to increase this so that at least 50% are using them weekly, and at least 80% are using them monthly to celebrate pupil successes.	the adults across the school aspire for them and have high expectations of them, linked to our values. For success to be celebrated by staff across the school through our praise postcards, with 50% of staff using praise postcards at least weekly, and 90% at least monthly.						
All teaching staff were either part of one of our seven main School Improvement Groups (all groups fed back on progress to the full staff team at the January INSET), or taking forward an agreed leadership role in the school, for example leading our Equalities Group, or leading our Eco and Sustainability Group for session 2024/25. 95% of staff who responded to the whole staff consultation in May 2025 stated that they felt confident with our approach to School Improvement Planning that we implemented for 2024/25 (compared to 87% in May 2024) 97% of staff who responded to the whole staff consultation in May 2025 stated that they feel confident with our approach to Faculty Improvement Planning that we implemented for 2024/25 (compared to 95% in May 2024) Almost all Faculty Improvement Plans have shown an improvement both in the clarity of aims, and in the January and May updates, with quantifiable data and evaluative language. This session, we also included self-evaluation gradings for each for the 4 core Quality Indicators for Faculty Improvement Plans In 2024/25, all members of each faculty attended two meetings (September and January) with the link DHT and the HT, to discuss Faculty Improvement Plans, and each colleague's contribution towards the progress with each aim.	To increase the level of staff confidence to 98% in 2025/26 feeling confident with our approach to School Improvement Planning, and to ensure that all staff are involved in the process of change and feel connected and valued within the process, and for relevant CLPL to be created and delivered to support them. For all staff to feel confident with our approach to Faculty Improvement planning. For all Faculty Improvement Plans to show an improvement both in the clarity of aims, and in the January and May updates, with quantifiable data and evaluative language (the data showed that almost all demonstrated an improvement in 2024/25)	CAT/INSET inputs regarding self-evaluation processes. Quality Assurance Calendar 2025/26 outlining a clear focus on SIP and FIP discussions at SLT, ELT and Faculty meetings. Continued inputs regarding evaluative language, and sharing of practice across faculties.	Faculty Improvement Plan aims and January/May update data. Direct observation of staff during CAT and INSET discussions. Staff views on their confidence levels. Feedback from CLs and Faculty staff on the usefulness of the 2025/26 self-evaluation/quality assurance calendar.	June 2026	A Humphreys		



We have identified, through use of quantitative data, direct observation, and gathering of people's views, the need for 7 School Improvement Groups next session. They will each take forward specific measurable aims within our School Improvement Plan. In 2024/25, not all individual members of SIGs or committees were able to demonstrate measurable progress in terms of the impact on staff practice or the learner experience that their contribution towards the SIG had resulted in.	For all colleagues to contribute in a measurable way towards wider school improvement through one of the following groups: 5 Pedagogy Improvement Groups (all members completing practitioner enquiries): • Questioning • Differentiation (universal support) • Feedback • Literacy across learning • Meta Skills 2 holistic School Improvement Groups: • Health and Wellbeing • Positive Relationships and Behaviours Mentors		Built-in CAT and INSET times to allow self-evaluation against improvement plan targets (whole school, faculty, and SIG).	January and May	A Humphreys/SIG Leads		
In May 2025, 76% of pupil survey responses stated that the Pupil Council is good at getting improvements made in school, compared to the city-wide figure of 32% in the 2024 City of Edinburgh Council Health and Wellbeing Survey, and the figure of 43% of pupils in our Liberton High School survey in May 2024. Whilst House Councils started in 2024/25 to take forward a theme from <i>How Good is OUR School</i>, this was not completed fully and triangulation of quality data was not collected. Therefore, we recognise that we have further work to do in this area for 2025/26, to ensure that pupils are able to triangulate evidence. Uptake in our Interhouse Activities increased measurably this session compared to last session, with the final house points totals in 2024/25 being 3 times the amount that houses reached in the 2023/24 session. We have reached the end of year 1 of our ELT weekly programme, and are at the point of	For over 80% of pupils to agree or strongly agree that the Pupil Council is good at getting improvements made in school. Another aim for 2025/26 will be the further development of pupil participation in decision-making beyond our Pupil Leadership Team and House Council members, to ensure that almost all pupils (over 90%) understand and can articulate the range of ways in which their views are sought and influence change and improvement at school level. We seek to continue to develop middle leaders and wider staff from across the	Fortnightly Senior Pupil Leadership Team meetings with the HT and 16+ PSL Each House Council to continue to meet monthly, and take forward a theme from <i>How Good is OUR School</i> and feed back on suggested improvements that can be taken forward at whole school level, based on triangulation of evidence. Continue to increase the range of Wider Achievement Opportunities available and the way in which our pupils actively promote these to their peers. Programmeme for 2025/26 with clear links to QIs for each meeting, as with last session,	Feedback from Pupil Leadership Team Feedback from pupils across the school regarding leadership, wider achievement, and decision-making opportunities offered to pupils. Reports, presentations, and findings of the House Councils on their agreed themes from HGIOURS. Engagement data relating to Pupil Leadership activities. You said, we did data (from assemblies and pupil bulletins) Data for attainment, ALS, Duty Head, Referrals, curriculum plans, Faculty	December 2025 check-in April 2026 final evaluations/feedback	A Humphreys/ 16+ PSL/ Pupil Leaders		



evaluating this and planning next year's programmeme.	school in their leadership of improvement, by using data gathered from this year to shape our ELT QA calendar of improvement activities, and our department collegiate calendars of activities.	and evidence gained through documentation created collaboratively during meetings.	Improvement Plans and evidence of progress, ELT feedback.				
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IMPROVEMENT PRIORITY 2: Learning, Teaching and Assessment							
HGIOS 4 QIs: QI 2.2 Curriculum QI 2.3 Learning, Teaching and Assessment QI 2.4 Personalised Support QI 3.3 Increasing Creativity and Employability		NIF Drivers School Improvement Performance Information Teacher Professionalism Assessment of Children's Progress		NIF Priority: - Closing the attainment gap between the most and least disadvantaged children and young people - Improvement in skills and sustained, positive school-leaver destinations for all young people - Improvement in attainment, particularly in literacy and numeracy			
What is the gap (e.g. our baseline measure)?	Intended Outcome	Tasks/Actions	How will we measure impact?	Timescales	Led by	January Update	May Update
Through the Faculty Focus Days the quality of learning and teaching was inconsistent. 67% of lessons featured 60% or more of the 13 key features of the Liberton Lesson. Teacher feedback has highlighted an inconsistency in post lesson dialogues.	For almost all lessons in the school to encompass the features of the 'Liberton Lesson', as measured through internal faculty learning visits, and Faculty Focus Days. For almost all teachers to feel that the post lesson dialogue supported their professional development.	Adaptations to the Liberton Lesson framework: - reword sections e.g. differentiation will use Universal/Targeted/Intensive - Routines focus will be replaced with a relationships focus Pupil Focus Group questions to be reworded with more of a HGIOS focus. Create a post observation dialogue framework.	Faculty Focus Observations Pupil Focus Groups Internal faculty learning visits. Teacher views.	August January Update on Progress May Final Progress Measured	J Skene		
Currently we do not gather specific data on learner	By the end of next session we will utilise the Faculty Focus Days to gather engagement data and to establish a baseline of learner	Gather engagement data through lesson observations.	Faculty Focus day Observations Pupil Focus Group	August	JS		



engagement within lessons.	engagement to inform next steps for the following session.	Include questions on engagement in the pupil focus groups. Compare duty head and ALS data with previous year	Duty head and ALS data Individual Targeted Observations Participation scale/Glasgow Scale	Throughout the year	JS & HH		
55% of lessons contained a variety of questioning strategies throughout the lesson.	For almost all lessons observed to contain a variety of questioning strategies.	Launch CLPL bookshelf Include questioning in the bookshelf CAT/INSET input	Faculty Focus Day Observations Faculty internal SCE data	Throughout the year	JS		
35% of lessons observed through the Faculty Focus Days did not feature differentiation.	For all lessons observed to feature universal supports For almost all lessons observed to feature targeted supports	Work with Edinburgh Learns to provide differentiation input INSET/CAT follow up sessions sharing good practice from LHS Create Liberton version of CEC pathways document to provide examples of what works at Liberton.	Faculty Focus Day Observations Faculty Internal learning visit data Pupil Focus group data Staff views	Throughout year May 2026	FFD Observers JS		
Currently we do not have an understanding of the impact of CLPL attended by teachers.	All teachers involved in a 2.3 SIG to complete a practitioner enquiry. Gather impact data of 2.3 CLPL activities on practice across the school.	Introduce pedagogy SIGs which will complete practitioner enquiries and feedback to all staff. SIGs will include: - Literacy across learning - Meta-skills - Differentiation: Universal support - Questioning - Feedback	INSET/CATS Practitioner enquiry findings Gather information on 2.3 CLPL attended and feedback on impact on practice.	May 2026	SIGs JS		
Our tracking data shows inconsistency in levels across the school in BGE levels. 61% of teachers were confident in their own understanding of BGE levels 50% of teachers were confident that there is a shared understanding of BGE levels across their faculty	To ensure that all faculties have a consistent understanding of what x.1, x.2 and x.3 mean in the BGE and consistent judgements are made within their curricular area within the BGE.	ELT conversations to discuss BGE moderation practices within faculties. To establish areas of good practice. All Faculty Improvement Plans will include aspects of improving BGE assessment accuracy and developing BGE moderation processes to ensure shared understanding and consistency across team members.	Staff views ELT minutes (full and 1:1)	May Throughout	J Skene, ELT		



The City of Edinburgh Council has published a new Literacy Strategy (April 2024). During 24-25 it became apparent that we need a robust moderation cycle for literacy.	All colleagues within the English faculty will be confident in the collective judgement of moderated benchmarks.	English department will work with Edinburgh Learns to support the school/colleagues on the moderation of benchmarks. There will be 3 sessions scheduled.	Staff views	May 2026	KMcK/Edinburgh Learns		
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IMPROVEMENT PRIORITY 3: Ensuring Wellbeing, Equality and Inclusion							
HGIOS 4 QIs: QI 2.1 Safeguarding and Child Protection QI 2.2 Curriculum QI 2.4 Personalised Support QI 2.6 Transitions QI 3.1 Ensuring Wellbeing, Equality and Inclusion		NIF Drivers School Leadership School Improvement Performance Information Teacher Professionalism Assessment of Children's Progress Parental Engagement			NIF Priority: - Placing the human rights and needs of every child and young person at the centre of education - Improvement in children and young people's health and wellbeing - Improvement in skills and sustained, positive school-leaver destinations for all young people		
What is the gap (e.g. our baseline measure)?	Intended Outcome	Tasks/Actions	How will we measure impact?	Timescales	Led by	January Update	May Update
Staff have reported low confidence levels around specific aspects of supporting pupil mental health (Suicidal ideation/self-injury etc). LHS survey identified 69% of learners as having a trusted adult they feel they can speak to if they are worried or upset.	All staff will have access to further training around specific aspects of supporting pupil mental health (Suicidal ideation/self-injury etc), and almost all staff will state that they are confident in supporting learners effectively. Almost all learners to have identified their 'Go-to' as a trusted adult in school.	CAT session designed and delivered by SIG. - The phrase 'Go to' to be used consistently across staff, pupils and families. - Transition/WBH and ESP staff to identify pupils needing additional support through transition and GIRFEC process. - S1 Introduction to LHS through 'people who help us' and 'settling in' units delivered by PSL staff as part of redesigned PSE programme. S2-S6 will have 'Go-to' introduced and revisited through PSE/House Class/Assemblies.	Staff Feedback and Survey. Pupil survey CEC Wellbeing Survey	May 2026 May 2026 May 2026	SIG/MB PSLs SIG DHT PS All staff PSLs DHT PS SIG		



There are no pupil leadership opportunities for leading support around Mental Health priorities. Our S5 PSE curriculum does not meet needs of pupils or offer consistent learner experience from s4 into S5. Our Integrated Pupil Support interventions have not been tracked and impact measured. Universal support has not been consistent across BGE classes. Paret/Carers views are not being sought when evaluating implementation of our updated GIRFEC procedures that we have piloted with S1.	Pupils to be involved in work of SIG for health and wellbeing. S5 curriculum will meet needs of pupils based on learner and align with S1-S4 curricular deSIGn and Liberton Lesson. To have a clear overview of all pupils who have received an intervention and accurately ensure the impact of the interventions is measured. Tools will be developed that accurately measure impact of interventions for our learners. We aim to be able to evidence high quality universal support (differentiation) across 80% of lessons (compared to 65% of lessons in 2024/25) For the majority of all families surveyed to have given feedback on our LHS GIRFEC procedures to allow us to plan next steps.	Pupil Group to work with SIG staff and identify opportunities to take forward priorities around supporting our learners in their Health and Wellbeing. S5 PSE lessons to be designed and developed by S5/6 PSL aligning with S1-S4 PSE experience. Intervention to accessed through Pupil Referral Group and based on allocation of correct staff/intervention in relation to need. Intervention tracker will track and monitor interventions accessed through PRG. PSA support staff to be aligned to faculties through year long timetable. SFL Faculty Meeting to have standing items and PSAs to attend, gathering and sharing information from and to class teachers and observing young people with ASN. Parent/Carer Survey sent out to all S1 families currently in the GIRFEC system.	Pupil group as part of SIG. Pupil Survey Pupil referral group data Intervention Tracker Pupil Feedback (survey and focus groups) Faculty Focus Lesson Observations	May 2026 May 2026 May 2026 May 2026 June 2025 – May 2026	16+ PSL 16+ PSL IPS Team H Marshall A Tully H Marshall		
Existing LHS Child Protection policy does not align with recently updated CEC Child Protection policy. LHS staff require mandatory CEC CP level two update by August 2026. New staff and partners joining and existing staff returning from absence or leave, means not all staff have updated CP requirements in line with whole school timeline (eg they miss the annual training and updates)	LHS CP Policy and Procedures to be updated in line with new CEC guidelines and Proforma. CEC level 2 CP update to be delivered during session 2025-26. All staff and partners will have relevant CP training and shared understanding of LHS and CEC policy and procedures regardless of whole school timeline.	LHS CP Policy and Procedures to be updated in line with new CEC guidelines and Proforma. Time identified in INSET/CAT calendar. Form disseminated to staff following August INSET Child Protection update to allow request for additional training or help and support. New staff to be added to SLT standing items, wider staff to be asked to update SLT of any new partner involvement and MS Form to be disseminated.	MS Form used for feedback and to gather views/requests for further training. CEC records. Feedback through forms Probationer views CP staff training register Feedback through forms	August 2025 August 2026 Aug 2025 for existing staff Throughout session for new/returning staff.	H Marshall E Alexander/ H Marshall SLT/ M Pendreigh		



Currently, not all registers are being taken by staff, and not all are recorded accurately on a period-by-period basis.	All staff will have mechanism to ask for additional support around any CP understanding or training required. All staff will be recording attendance accurately.	House class staff to record registers in SEEMiS during House Class time. Teaching staff to record absences within the first five minutes of a class starting, updating as a 'live' document throughout each period to ensure pupil safeguarding is in place for all, and interventions are deployed as required.	Registers will be checked, and anomalies followed up through CL/SLT system. Attendance data, including registers shared with partners and SCRA CL/SLT minuted conversations with staff where registers are not completed or completed with inaccuracies	October 2026 Throughout session 25-26. QA Termly audit.	H Marshall/ Attendance SSA		
Existing LHS Attendance policy does not align with recently updated CEC CP policy. Currently, 78% of our learners attend school for over 85% of the time. Not all teaching and IPS staff are aware young people who are Care Experienced (and Young Carers) and how to support them.	LHS 'Maximising Attendance' Policy and Procedures to be in line with new CEC guidelines. Increase whole school attendance of those who attend for over 85% of the time from 78% to 80% of the school population, and ensure that target groups, including care experienced, young carers and young people residing in Quintiles 1 and 2, are in line with or above this aim. All teaching and IPS staff to be aware of all young people who are Care Experienced and their corporate responsibility including how to access additional supports to remove barriers and increase/improve attainment and Health and Wellbeing outcomes for these learners.	LHS Policy and Procedures to be written. IPS staff to regularly review attendance data and identify barriers and appropriate supports at the earliest opportunity. Learning Community Initiative for consistent early intervention letters and improvement letters to continue SSA Bi-weekly attendance meeting, Termly tracking and monitoring of attendance data specifically those in identified 'at risk' groups looked at with House/Strategy teams and SLT. IS and Teaching staff to be asked at start and end of session if they have an awareness of Care Experienced Young people in school/classes, and about any supports that have been put in place for them. ELT sessions for middle leaders about Care Experienced Pupils and Young Carers New post of Assistant Pupil Support Leader (APSL) created next session to allow an unpromoted member of staff to take on leadership role in these areas.	SEEMiS QA QA of processes in IPS CEC/Whole School and identified groups attendance data. House and Strategy Meetings and Termly Audit QA of whole school and targeted groups. Pupil/Parent Views through YPPM Staff survey Pupil Survey, feedback and data from Primary Schools and EYC drop in.	August 2025 End of session 25/26 End of session 25/26 September 2025	H Marshall IPS Team DHT PS SSA Attendance H Marshall/ N Jacobs/M McGill/APSL Care Exp YCC/PSL EYC/YCC		



Exclusions have decreased from 40 in 2023/24 to 19 in 2024/25.	To reduce exclusions by 20% next session Within this, to monitor the number and reasons for exclusions especially those attributed to physical incidents between pupils and any which involve staff, to ascertain if there are any trends and identify interventions and supports which can be offered through our redesigned PSE programme and through community partners at universal level, and to look at school based/partner interventions available to support groups or individuals where risk to themselves or others is identified. Reduce exclusions by 20% next session to 16 or fewer.	Increase the capacity of supports offered by our IPS team to include more individual learners and groups of learners for planned and structured learning and wellbeing experiences, the impact of which will be measurable, and the length of which will be based on needs and on progress. Use exclusion data to inform PSE curriculum and utilise support from partners including SLO/EP and ASL. Continue to use our 'Alternative to Exclusion' pathways, for those with Additional Support Needs or who care experienced. Continue to work with partners, including SLO and partner agencies around alternatives to exclusion where possible. Weekly House Meeting and school Strategy Meetings focusing on those at risk of exclusion. Pathway 3 and 4 supports as alternatives to exclusion.	Staff/Pupil/Parent Feedback from incidents and readmission meetings Termly Audit QA (Quality Assurance) of number of exclusions Exclusion data/VPD/WBC data Staff/Pupil/Family Views	End of session 24/25 Throughout session 24/25	H Marshall PSLs/IPS/ H Marshall IPS/SLT		
Recording of Bullying/Racist and Prejudice incidents are not being reviewed consistently. In previous years we worked with Intercultural Youth Scotland to work towards all young people seeing themselves within the curriculum. We did not work with them in 24-25, and there became a gap on leading on celebrating cultures (there was no 'Culture Day' this session – although smaller events did happen) and overseeing antiracist education (which is still happening within faculties).	All bullying/racist and prejudice incidents recorded on SEEMiS will be reviewed consistently across House Teams. Almost all young people will report that 1. as part of the Liberton Community they do matter. 2. they see themselves within the curriculum/school	PSL QA calendar to have termly action of 'review all Bullying, Racist and Prejudice Incidents' LHS SEEMiS procedures for recording and reviewing in line with CEC policy and procedures. CT to communicate with young people (TEAMs, assemblies, House Class...) to create an Equalities committee. Creation of pupil led celebration calendar which has 5 events. MS Survey to create the baseline for both aims End of the academic year – MS Survey to evaluate.	SEEMiS recording will have all incidents recorded and reviewed (SEEMiS Data) Survey – baseline and reflection Participation and engagement at Cultural Events.	Session 25/26 Create a Equalities committee by September 2025 Calendar of events by October 2025 Events taking place throughout the session.	PSL/IST/DHT Equalities Committee (Young people) and CT		



IMPROVEMENT PRIORITY 4: Raising Attainment and Achievement																																																																																
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BGE ACEL Data <table><tr><th rowspan="2"></th><th colspan="3">% Achieving 3rd Level or better</th><th colspan="3">% Achieving 4th Level</th></tr><tr><th>2022/23</th><th>2023/24</th><th>2024/25</th><th>2022/23</th><th>2023/24</th><th>2024/25</th></tr><tr><td>Listening and Talking</td><td>81.2%</td><td>86.3%</td><td></td><td>66.5%</td><td>61.0%</td><td></td></tr><tr><td>Reading</td><td>82.7%</td><td>87.0%</td><td></td><td>71.7%</td><td>59.6%</td><td></td></tr><tr><td>Writing</td><td>79.1%</td><td>82.9%</td><td></td><td>64.9%</td><td>52.1%</td><td></td></tr><tr><td>Literacy Overall</td><td>77.9%</td><td>86.2%</td><td></td><td>60.5%</td><td>49.7%</td><td></td></tr><tr><td colspan="7"></td></tr><tr><th></th><th colspan="3">% Achieving 3rd Level or better</th><th colspan="3">% Achieving 4th Level</th></tr><tr><th></th><th>2022/23</th><th>2023/24</th><th>2024/25</th><th>2022/23</th><th>2023/24</th><th></th></tr><tr><td>Numeracy</td><td>96.9%</td><td>98.6%</td><td></td><td>75.9%</td><td>67.3%</td><td></td></tr></table>					% Achieving 3rd Level or better			% Achieving 4th Level			2022/23	2023/24	2024/25	2022/23	2023/24	2024/25	Listening and Talking	81.2%	86.3%		66.5%	61.0%		Reading	82.7%	87.0%		71.7%	59.6%		Writing	79.1%	82.9%		64.9%	52.1%		Literacy Overall	77.9%	86.2%		60.5%	49.7%										% Achieving 3rd Level or better			% Achieving 4th Level				2022/23	2023/24	2024/25	2022/23	2023/24		Numeracy	96.9%	98.6%		75.9%	67.3%		Awaiting further information by October 2025.							
						% Achieving 3rd Level or better			% Achieving 4th Level																																																																							
				2022/23		2023/24	2024/25	2022/23	2023/24	2024/25																																																																						
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Numeracy	96.9%	98.6%		75.9%	67.3%																																																																											



Senior Phase

% of S4 Cohort A-C (NQ and NPA)						
		2021	2022	2023	2024	2025
S4	5@3	63%	86%	74%	80%	92%
	5@4	61%	79%	68%	69%	74%
	5@5	33%	48%	37%	30%	40%
S5	1@6	50%	54%	59%	46%	43%
	3@6	34%	32%	35%	25%	26%
	5@6	18%	13%	18%	11%	15%
S6	1@6		59%	57%	63%	54%
	3@6		43%	37%	46%	35%
	5@6		30%	28%	34%	26%
	1@7		17%	14%	17%	13%

* course assessment modifications in place 2021, 2022, 2023

% of S4 Cohort A-D (NQ and NPA)						
		2021	2022	2023	2024	2025
S4	5@3	69%	89%	77%	81%	92%
	5@4	67%	83%	72%	70%	78%
	5@5	40%	57%	43%	42%	47%
S5	1@6	53%	56%	61%	52%	51%
	3@6	40%	35%	42%	29%	34%
	5@6	20%	20%	24%	15%	18%
S6	1@6		62%	60%	65%	57%
	3@6		48%	39%	54%	40%
	5@6		36%	33%	42%	30%
	1@7		20%	20%	22%	17%

* course assessment modifications in place 2021, 2022, 2023

S4

All pupils in S4 who have selected our subject(s) to achieve a course award at an appropriate level (level 3, level 4, level 5), feeding into the school aim of all S4 pupils achieving at least 5 qualifications by the end of S4 (we aim for 94%)

5+ awards at level 4 or above:

A-C measure aim = 80%

A-D measure aim = 84%

5+ awards at level 5 or above:

A-C measure aim = 44% (2025 was 40%)

A-D measure aim = 52% (2025 was 47%)

Ensuring that pupils are entered at the correct level and that 'cusp' level 5 pupils have also achieved at the level below (level 4) (this also links to curriculum planning and gathering of relevant evidence within the BGE when covering level 3 and level 4 CfE courses)

S5

1+ awards at level 6:

A-C measure aim = 48% (2025 was 43%)

A-D measure aim = 56% (2025 was 51%)

3+ awards at level 6:

A-C measure aim = 30% (2025 was 26%)

A-D measure aim = 39% (2025 was 34%)

5+ awards at level 6:

A-C measure aim = 22% (2025 was 15%)

A-D measure aim = 24% (2025 was 18%)

S6

5+ awards at level 6:

A-C measure aim = 30% (2025 was 26%)

A-D measure aim = 34% (2025 was 30%)

1+ awards at level 7:

A-C measure aim = 15% (2025 was 13%)

A-D measure aim = 20% (2025 was 17%)

6 tracking periods per year

Sessions with staff (September CAT, January CAT, May INSET)

Liberton Lesson

New system of level changes/dual presentation (clear communication and consistency)

Attainment tracking data 6 times per year

Target attainment group filtering

Final SQA results

Final presentation numbers and percentages for each benchmark

AH



A standing item at every assembly is the celebration of success and achievements, including a pupil of the month award (S1-S3 and S4-S6), class of the month award, and a range of other awards issued (such as UK Maths Challenge, dance competition success from outside of school, football recognition, Interhouse Challenge success). We recognise that an area of development for us is to develop a robust system to track wider achievement and allow us to identify learners who are not currently experiencing wider achievement and take appropriate action to support them in accessing relevant opportunities to suit their passions). We began to undertake this work through a pupil-wide survey regarding wider achievement, and now have a baseline for this.	We will continue to work with our school community to come up with the best way for recognising and celebrating achievements in a way that learners feel comfortable and happy with, to enhance their pride in their own achievements and to inspire others (see also section 1.3 of this SIP) We plan to continue our work on this by gathering attendance data for wider clubs, in addition to our Young Carer data and other information that is shared with us by families, in order to establish gaps and work with individual pupils and groups of pupils to ensure opportunities for wider achievement, and to ensure that all achievement is recognised and celebrated in 2026/27 and beyond.						
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*for improvement planning relating specifically to the 'Equity for all learners' theme of QI 3.2, please see our detailed 'Finance for Equity' plan which outlines our intended outcomes and measures

For ACEL, see separate stretch aims document for Liberton High School

IMPROVEMENT PRIORITY 5: Curriculum							
HGIOS 4 QIs: QI 2.2 Curriculum QI 2.3 Learning, Teaching and Assessment QI 2.5 Family Learning QI 2.7 Partnerships				NIF Priority: - Placing the human rights and needs of every child and young person at the centre of education - Closing the attainment gap between the most and least disadvantaged children and young people - Improvement in skills and sustained, positive school-leaver destinations for all young people - Improvement in attainment, particularly in literacy and numeracy			
What is the gap (e.g. our baseline measure)?	Intended Outcome	Tasks/Actions	How will we measure impact?	Timescales	Led by	January Update	May Update
Our Curriculum offer does not currently actively enable the ability of S5 winter leavers to add additional qualifications – many	All S5 winter leavers will engage with either college of Jetplus to develop skills required for work and life. Where appropriate, they will be timetabled for school on a Friday to gain additional attainment.	PSL to create and, where appropriate, deliver learning. PSL to Identify who young people are (13 already identified). Identify	Attainment Tariff Points Positive Destinations for the cohort.	June 25 – Dec 25	16+ PSL		



winter leavers leave with no additionality from S4 (see Insight). Last session, only one learner added attainment from time in school between June and Dec. However, more than half will add attainment through college at the end of the academic year.	All young people attending will achieve an improvement in Literacy/Numeracy up to L5 (If a young person does not have L5 Lit and L5 numeracy then this will be the priority and a minimum. If they do not have L4 of either then this will be the priority.). All attending learners will gain additional attainment.	individual baseline measure. (CT and 16+ PSL to meet regularly to monitor). Identify relevant SCQF accreditation for all winter leavers (which can include National Progression Awards) Work with partners – ‘Give it a Go’ and JET Plus to deliver					
We continue to work on feedback from Education Scotland. As part of a 3 year improvement cycle we have created a Curriculum SIG with a focus on Metaskills. This session the group identified that: • There was a need for all colleagues to be confident in their understanding of the 12 Metaskills. By the end of the academic year, 40 responses to FORM – 26 or more knew most or all, 8 knew fewer than half and 5 felt that they did not know them at all. • That departments needed time to implement Metaskills into course overviews (23 out of 40 responses said that all or most plans incorporated the Metaskills) • The whole school evaluation feedback from young people shows that out of 315 responses – 119 young people knew what the Metaskills were and 196 did not know)	Almost all S1 young people will engage with the SDS Profiling Tool, enabling them to track achievements and reflect on their Metaskills. By the end of S1, almost all will be able to identify one strength and one area for improvement linked to Metaskills independently from the profiling tool. All colleagues will participate in a 16+/employer-led session focused on Metaskills. Almost all will report that the session has influenced how they support or reflect on Metaskills within lessons/the curriculum.	Whole school curriculum audit of S1-S3 to analyse the experience young people have of Metaskills in the BGE Explicit teaching of key terms such as ‘profiling’ and ‘achievement’ to S1 – in PSE and Global Citizenship (SIG to create the materials) Reinforcement of Metaskills through assemblies and references within lessons.SIG to create materials/lead assembly input Dedicated S1 event to introduce and explore the SDS Profiling Toolkit (supported by Charlotte Bennet and SDS). S1 event featuring engagement with universities, colleges, employers, and training providers focused on Metaskills (as supported by Claire Howe – DYW) • Ensure all S1 pupils are SIGned up for the SDS Profiling Toolkit. • CLPL session for staff (Friday afternoon) to mirror the pupil engagement session to deepen understanding of why Metaskills are required for our young people’s futures to therefore enhance the curriculum.	Amount of young people in S1 who have signed up and use the profiling tool. End of year Evaluation FORM – young people in S1 able to identify strengths and next steps for Metaskills Creation of Curriculum audit detailing identified skills Feedback from young people – evaluation if the S1 of event and how it has impacted their understanding of Metaskills. Feedback from colleagues concerning the CLPL offer and how it has impacted the curriculum.	Lessons concerning ‘profiling’, ‘achievement’... prior to Oct break. Profile SIGn up between Oct and Dec. S1 and Colleague CLPL input prior to Feb 2026. Curriculum audit to be carried out in May 2026 (after the CLPL offer which will allow for changed to the curriculum) Young people to be surveyed in April 2026 to measure impact Feedback from colleagues in April 2026..	C Thomson and School Improvement Group		



In December 2024, 45% of young people (S1-S5) could state what is meant by 'sustainability', and 58% typically associated it with environmental and eco-friendly initiatives. Sustainability is discretely taught in Global Citizenship. Pupils identified science, social subjects, Global Citizenship and PSE as the subjects in which they most commonly learned about sustainability. The most covered Global Goals across curriculum were 1, 3, 10 and 13. The least covered Global Goals were 9, 11, 12 and 17	Almost all learners in S1 and S2, and staff, will be able to explain what is meant by sustainability and will be able to associate it with its meaning beyond environmental and eco-friendly initiatives. All faculties will continue to broaden coverage of the global goals where relevant in S2. Eco Group and Model UN debate club, Climate Ambassadors event and Liberton MUN'25 will continue to promote sustainability. Sustainability working group will focus on developing first strand of Liberton's Sustainability Action Plan for moving in to new school building: campus.	Global Citizenship course to be continued with S1. S2 will continue to complete Global Goals passports once a term. Audit of Sustainability, using LfS self-evaluation tool, at the same time as Metaskills. Use of LfS self-evaluation tool for exploring management of resources (campus) and identifying targets for new building.	Survey of staff understanding of sustainability at beginning and end of CAT/Inset short input. Survey of S1 and S2 pupils at beginning and end of year on what is meant by sustainability. Continue to monitor coverage of Global Goals in S2 through passports. LfS self-evaluation tool to plan next steps.	25/26 and 26/27 sessions (ongoing) Start and end of 25/26 session. May 2026	J Al-Azzawi and C Thomson		
Feedback from families indicates that they benefitted from calendared events in 2024-25 that they could SIGN up to. % of them responded that it was beneficial and should be carried on/scaled up.	Every member of the faculty to be involved in delivering either: - A Family Learning Event (two colleagues maximum per event) on a theme of their choice, as part of our Liberton Family Learning Calendar 2025-26. - A lesson for Families at the P7 Open Evening (September) - All families will have access to the booking system. - In the first year we aimed for at least ten families to engage – this session, we will aim for at least 20 families	C Thomson to create FORM to identify who will deliver what. C Thomson to create calendar of events C Thomson to liaise with admin staff to create SIGN up option in parent booker. C Thomson to create evaluation sheets	Creation of calendar Number of sign-ups Number of attendees Evaluation after each event. Monitor and track attendance and attainment of the young people whose families attend. Monitor equity (SIMD, LAAC, FSM...) to ensure that there are no barriers for families to attend.	FORM to be shared in Aug Calendar of events to be shared by Sep Events ongoing throughout the year.	C Thomson		