



Liberton
HIGH SCHOOL

Standards and Quality
Report
2024-25

**WHERE
EVERYONE
MATTERS**

READY * RESPECTFUL * RESPONSIBLE



Liberton High School is a non-denominational secondary school, and we work in partnership with our associated primaries of Craigour Park, Gilmerton, Liberton and Prestonfield to serve our local community in South East Edinburgh. The school roll was 860 at the time of the Census in September 2023, and it is projected to be 869 in August 2025. Our rising roll is predicted to peak at approximately 1200 pupils within the next four years. We are excited to be moving into a new, purpose built Community Campus, which is currently under construction and due to open in August 2026. The Senior Leadership Team comprises of the Headteacher, three Depute Head Teachers, and a Business Manager, and we have a complement of 65 teaching staff and 26 support staff.

Our core belief at Liberton High School is that **‘Everyone Matters’**, and we want all of our pupils, families and staff to feel that as a school community we enact it every day. It is underpinned by our values of **Ready, Respectful and Responsible**. We believe in positive relationships for learning, and that every person has the right to achieve, and to be supported by our school to achieve their potential.

We have demonstrated growing success within attainment, curriculum pathways, and positive destinations over the past several years. Liberton serves a socially diverse community where 59% of our students reside in postcodes within quintiles 1 and 2 of the Scottish Index of Multiple Deprivation, and many of our families join us from a variety of different countries and cultures. This all adds to our pride in being part of a school that represents our community – a community where everyone is valued and respected.

% of Pupils by Stage and SIMD Decile (September 2024 Census)											
	SIMD Decile										
Stage	1	2	3	4	5	6	7	8	9	10	Total
S1	5%	21%	23%	14%	6%	2%	23%	1%	3%	2%	100%
S2	5%	15%	20%	16%	10%	1%	16%	6%	7%	4%	100%
S3	4%	18%	28%	13%	6%	4%	13%	3%	5%	3%	100%
S4	7%	16%	19%	16%	6%	2%	22%	4%	4%	3%	100%
S5	7%	16%	21%	13%	5%	3%	19%	7%	5%	4%	100%
S6	6%	17%	22%	9%	12%	3%	17%	5%	8%	3%	100%
Total	6%	17%	22%	14%	7%	2%	19%	4%	5%	3%	100%

8 Curriculum Leaders support and challenge staff to strive for the best possible learning provision, through high quality universal support and effective targeted supports to meet learner needs, in the following faculty teams:

- English and Media
- Mathematics
- Science
- Business, Computing and IT, and Modern Languages
- Health and Wellbeing (PE, Health and Food Technology, and Employability)
- Expressive Arts
- Craft and Design Technology
- Social Subjects (including RMPS and Psychology)

Integrated Pupil Support

There are four Pupil Support Leaders (PSLs) at Liberton High School: one linked to one of our three houses, and one with responsibility for our S5 and S6 pupils and 16+ transitions. Our Wellbeing Hub is led by a Curriculum Leader who is joined by two members of support staff. It provides learning and wellbeing supports to identified young people. In August 2025, we launched our Integrated Pupil Support approach, which includes our House Teams (DHT, PSL and SSA per house), our Wellbeing Hub (CL, PSO and PSA), and our Support for Learning Faculty (including our Outreach supports, Qualifications Hub, Support for Learning base, and in-class supports, and our Enhanced Support Provision). Our Support for Learning faculty consists of a Curriculum Leader, and three further Support for Learning teachers, supported by several Pupil Support Assistants. The provision is staged intervention, as directed from pupil need; universal support is provided by PSA and teacher support within classes, whilst our Support for Learning base is led by one of our SfL teachers and is dedicated to targeted support for learners in S1 and S2 who require additional help in accessing the curriculum. It centres around Literacy and Numeracy interventions through a nurture-based approach. Finally, we have a dedicated SfL teacher for ‘outreach’ and this is designed to offer intensive support for our learners who require the highest level of support and have interrupted learning which is significantly affecting attendance and progress. This bridges a link between home and school, when necessary, through home visits and delivery within community locations where required.



QI 1.3 Leadership of Change			HGIOS 4 Self-evaluation: Good
Context The Headteacher took up post as Acting Headteacher in February 2023 and as permanent Headteacher in March 2024. The Senior Leadership Team also included an Acting Depute Headteacher from November 2023 until March 2025, at which point she was appointed as permanent Depute Headteacher, alongside the two other Depute Headteachers. This session, we have continued to work to consolidate understanding across the entire school community of our vision and our values, and of our shared expectations of and aspirations for one another. We have also further developed leadership opportunities for pupils and for colleagues at whole school level.			
	How well are we doing? What’s working well for our learners?	How do we know? What evidence do we have of positive impact on learners?	What are we going to do now? What are your next improvement priorities in this area?
Developing a share vision, values and aims relevant to the school and its community	We recognise the importance of ensuring that all pupils, parents and carers are also fully aware of our vision and aims, and are part of the decision-making process about how we go about continuing to embed our aims as part of our culture and ethos, and the basis of our everyday actions and interactions. We conduct regular surveys and ask for feedback from pupils about a range of aspects of school life, and share ‘you said, we did’ updates with them at assemblies. Our vision statement of ‘Liberton, where everyone matters’, and our values of Ready, Respectful and Responsible, are widely understood and referred to by staff from across the school. Our values have continued to be a focus of discussion at our Positive Relationships and Behaviours Working Group this session, and at monthly pupil assemblies, and in weekly staff updates and INSET/CAT sessions. We launched our Positive Relationships and Behaviours Policy in August 2023 as a result of wide-scale consultation with staff, pupils and parents and carers. Our aim was to ensure that pupils see relevance in the expectations that we all have of one another within the school community, and that we adopt a consistent approach across the staff team to increase engagement and participation in learning (through our ‘Ready’ value) increase inclusion by reducing exclusion from classes and from school (through our ‘Respectful’ value) and increase attainment and achievement (through both our ‘Ready’ value and our ‘Responsible’ value). We have continued since then to focus on the daily enacting of our approach across staff and pupils, and regularly reference it and consult on people’s	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.	We introduced pupil awards and rewards in January 2024, based on our three school values, in addition to house points and praise postcards, which have been working well, and have continued this throughout 2024/25. We want to continue with these rewards, in addition to further developing pupils’ sense of pride in being part of ‘Team Liberton’, through our recently established House Class time each morning, which includes daily activities and Interhouse Challenges. Pupil feedback from May 2025 has shown that pupils value these, and our pupil of the month and class of the month awards, so we will continue to expand on the celebration of success next session. Already, several faculties are also doing their own version of pupil of the month, and we aim to increase this to all faculties. When looking at data in March 2025, we could see that 2% of colleagues were using praise 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.



	understanding of it. We also use data to ascertain the extent to which the values are being followed.		
Strategic planning for continuous improvement	Our aim this session was to empower and build further capacity across the wider staff team to lead and contribute towards whole school improvement, and to ensure that almost all (over 90% of) teaching staff are actively participating in a Staff School Improvement Group or linking to a Pupil Leadership Group. We established and supported each School Improvement Group develop clear measurable plans where are each coherent parts of the 'bigger picture' and are interlinked with both whole school and faculty improvement. The SIGs were: • Positive Relationships • Learning, Teaching and Assessment • Curriculum: Skills • IDL • Tracking, Monitoring and Reporting • Health and Wellbeing • Literacy We included workshops and inputs at our INSET and CAT sessions regarding self-evaluation and school and faculty improvement, and the importance of triangulating data and utilising it to inform next steps and improvement. This session, we have worked on empowering individual colleagues across every faculty to take the lead in aspects of faculty improvement.	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.	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. They are: 5 Pedagogy Improvement Groups: • Questioning • Differentiation (universal support) • Feedback • Literacy across learning • Meta Skills 2 holistic School Improvement Groups: • Health and Wellbeing • Positive Relationships and Behaviours Mentors In addition, 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.
Implementing improvement and change	In 2024/25, pupil leadership expanded further, with monthly prefect meetings and monthly Pupil SLT meetings in order to ensure that pupils have a not only a voice in providing feedback, but are genuinely involved in leading and shaping change and decision-making within our school. In 2024/25, pupils from across all year groups participated in House Councils and contributed to a range of changes across the school, including our House Class curriculum content, decisions regarding uniform and mobile phones, positive relationships approaches, and extra curricular activity offer. Pupils from wider groups such as the Equalities Committee, Eco Committee, and My World of Work Ambassadors, were	By 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. Uptake in our Interhouse Activities increased measurably this session compared to last session, with the final house points totals I 2024/25 being 3 times the amount that houses reached in the 2023/24 session. We hold evidence of a range of improvement decisions and the way that these have been taken forward, linked to the ELT meetings and discussions that have taken place in 2024/25, including:	Whilst House Councils started in 2024/25 to take forward a theme from <i>How Good is OUR</i> School, 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. 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 all pupils across the school understand and can articulate the range of ways in

	given a voice at pupil Assemblies, as were our Pupil Leadership Group, who in 2024/25 devised their own wider achievement activities for pupils to join and be supported by. Through evaluations of success, looking at data, and listening to views, we implemented a new system for supporting leadership skills and approaches at middle leadership (ELT) level in 2024/25, which included a 4-weekly cycle throughout the year as follows: Week 1: Full ELT Meeting (focussing on a specific Quality Indicator and aspect of leading colleagues in improvement) Week 2: ELT 'Collaborative' Meeting (DHTs met with the group of middle leaders that they link to), with specific scenarios and discussion points to tackle collaboratively, and consultation about aspects of whole school improvement. Week 3 and Week 4: DHT/Middle Leader 1:1s with a specific agenda linked to QIs and to attainment data and interventions for learners as we moved through the year. Our whole school Quality Assurance calendar was co-created by SLT, ELT and wider staff, and began in August 2024, aiming to ensure a shared understanding and consistency in the way that improvement is approached at SLT, ELT and Faculty level.	Full ELT Meetings: August – 1.1 and 1.3 Supporting team members in leading FIP priorities September - 1.4 Leadership and Management of Staff (Challenge Qs and Features of Highly Effective Practice) October - 1.3 Whole School, Faculty, Department Communication Strategies (Staff, Pupils, Families) November - 2.2 S3 Curriculum Pathway Options for 2025-26 S4-S6 Curriculum Pathway Options for 2025-26 December - 3.2 Whole School SP Tracking and Targets January - 2.2 and 3.2 S3 into S4 level recommendations – our approach February - 2.3 The Liberton Lesson – Leadership across faculties March - 1.2 GTCS Standards (Middle Leaders, and Teachers) and supporting faculty colleagues April – 1.3 FIP evaluation and Planning May - 2.3 and 3.2 The BGE – assessment evidence and progression. ELT Collaborative Meetings: • SQA Faculty Analysis • 3.2 of FIPs (aligning to next steps from SQA Faculty Analysis) • SP Tracking 1 Data – presentation levels and targets (against FIP 3.2) • 1.4 Leadership scenario discussion • 3.2 Senior Phase Tracking 2 vs faculty targets, and planned interventions • 3.1 Specific cohorts (CE/YC/other equity groups) – shared understanding • Additional Support Needs spreadsheet and discussing ideas • 2.2 CEC/LHS Literacy Strategy – what this means for our faculties • Duo/trio discussions on evaluating FIPs with faculty teams (triangulation) DHT/CL/PSL 1:1 Meetings: Standing items: • Alternative Learning Space/Duty Head Data and interventions/supports needed • Staffing • 3.2 Attainment (latest tracking data) • FIP progress (different QI every 4 weeks)	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 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.
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QI 2.3 Learning, Teaching and Assessment			HGIOS 4 Self-evaluation: Satisfactory
	How well are we doing? What's working well for our learners?	How do we know? What evidence do we have of positive impact on learners?	What are we going to do now? What are your next improvement priorities in this area?
Learning and Engagement	We have launched the Liberton Lesson to parents, colleagues and pupils. This includes a 4 phase lesson model • Purpose • Present • Practice • Plenary This has been introduced to staff through INSETs and CAT sessions. There is also a Liberton Lesson document which explores areas of pedagogy such as differentiation and questioning and highlights good practice from professional reading as well as from across the school. Our Liberton Lesson posters are on display in every classroom, and a different aspect of the Liberton Lesson has been covered at each monthly year group assembly throughout the session by the Headteacher. The positive relationships policy is continuing to have an impact on the learning environment and relationships in our classrooms. We introduced a new mobile phone policy this session which is having a positive effect within lessons. We continue to see that lessons where routines and positive relationships are present then learners' engagement is high. Teacher/learner dialogue is purposeful and focused on how learners can improve within their various subjects	During the faculty focus day most (67%) lessons featured at least 60% of the 13 features of the Liberton Lesson that were looked at in detail. During almost all (90%) of lessons observed across the school in our Faculty Focus Days, entrance routines were evident, and the majority of lessons (74%) featured exit routines. In all lessons where a follow up observation was undertaken due to any concerns, entrance and/or exit routines were not evident. Of the learners who responded to our annual pupil consultation in May 2025, most learners (81%) said the most of their teachers talk to them regularly about how to improve their learning and almost all (98%) learners said that their teacher expect them to take responsibility for their own learning.	Continue with Faculty Focus Days with a few adaptations: - CLs can now present their 2.3 'rating' for their faculty for last academic session and describe the evidence that they gathered to make this judgement, when speaking to the visiting team at the start of their FFD. - Adapt the wording of some of the sections – differentiation key features will use the language Universal/Targeted/Intensive - Rather than focus on routines (which are already strong), we will look at either Environment or Relationships - Faculty Focus Day reports will be discussed at ELT 1:1s to discuss what Direct Observation evidence it provides in terms of 2.3 Self-evaluation. - Pupil Focus Group questions will be adapted to better align with the key features of Liberton Lesson and <i>HGIOS?4</i> to allow for this to be a robust piece of People's Views evidence. - Feedback from colleagues states that there are inconsistencies in the post-lesson dialogue, so a structure for these conversations will be introduced. Data on engagement in lessons has not been gathered this past academic year, so next year a priority is to gather a range of evidence of engagement within lessons starting with data from: - Lesson observations - Pupil focus groups - Duty head/ALS data
Quality of Teaching	Faculty Focus Days have been completed in all faculties this session, allowing teaching by all teachers across the school to be observed for a full lesson, and for post-lesson discussion to take place with all colleagues, and a full	The faculty focus days observations showed the following: - In most lessons (88%) the purpose of learning was clearly communicated - In most lessons (80%) how to be successful was clearly communicated.	Almost all lessons included a purpose of learning this year. Next year the aim will be about clarity of purpose of learning and ensuring that what is being

	evidence report to be provided to both individual colleagues and to faculties. The Faculty Focus Days also included Pupil Focus Groups. QI 2.3 CLPL was delivered through CATs and INSETs alongside the Liberton Learning Festival. During our CATs and INSETs we have focused on the elements of the Liberton Lesson.	- In most lessons (85%) effective explanations were provided that were accessible to all - In almost all (96%) lessons the learning tasks were linked to the purpose of learning - In most lessons (80%) questioning for understanding was evident during all phases of the lesson. - In almost all (90%) lessons links to prior learning were made. 200 colleagues from across our learning community attended the Liberton Learning Festival, which offered over 20 workshops with half of these focused on 2.3. This alongside our CLPL during CAT sessions has guaranteed that all teaching colleagues have engaged in CLPL focused on 2.3 throughout the year. The majority (69%) of teachers have also indicated that they have taken part in further CLPL focused on 2.3.	communicated with learners is accessible and clearly linked to the learning tasks. Facutly Focus data shows Differentiation and Questioning should be main focus next year. We will work with Edinburgh Learns colleagues to deliver 2.3 CLPL. - Differentiation improvements will focus on Universal supports and aiming for all lessons to include universal supports. - Questioning will focus on higher order questions. Questioning for understanding was observed in almost all lesson. Next steps are to look at a variety of questioning strategies within lessons. Launch our CLPL bookcase which has been developed by the Learning and Teaching SIG during session 24/25. This will signpost colleagues to a range of CLPL focused on QI 2.3.
Effective Use of Assessment	The principles of AiFL are becoming increasingly embedded in classroom practice, serving as a crucial tool for formative assessment. A variety of questioning strategies are being used effectively to gauge learner understanding, allowing teachers to adapt their approach in real time. Assessment of working level within the BGE has been a focus at both 1:1 and group ELT meetings this year. We are working towards consistency across each faculty in judgements being made throughout the BGE of a learners level.	In the majority (55%) of lessons we saw a variety of questioning strategies throughout all phases of the lesson. We also saw effective feedback being communicated with learners in the majority (54%) of lessons. The majority (60%) of teaching staff feel confident in their own judgements of levels within the BGE. However, only 50% feel there is a shared understanding across their faculty of the BGE working levels, which makes this a focus for next session.	Through montly 1:1 DHT/CL meetings, we will continue to build in conversations about assessment data in particular around Christmas time of Senior Phase to inform targeted supports within faculties as well as whole school for individual pupils. We will however now create data packs and prompts for these conversations to maximise their effectiveness. Through ELT meetings, we will discuss methods of BGE level moderation. • Reliability of the data is currently inconsistent, affecting coursing decisions as well as timely and appropriate interventions. • Aim to have almost all subjects confident in BGE assessment judgements. Faculties will all include BGE assessment and moderation development in their Faculty Improvement Plans.
Planning Tracking and Monitoring	The new CEC Pupil Tracking system has been used throughout the year. We have adapted our reports to	Most (85%) teaching colleagues are confident using the CEC pupil tracking system.	We will revise the faculty data packs and prompt questions based on feedback. Add in an additional layer

	include our school values of Ready, Respectful and Responsible, replacing Effort and Behaviour. After each tracking report for every year group, a data pack has been provided to faculties, which has been discussed with CLs at their 1:1 link DHT meeting. A report has also been created for our Integrated Pupil Support Strategy Meetings (which take place weekly and include key dates throughout the year to look at tracking data). This data is used to inform interventions and look at cohorts who are at risk of not attaining or achieving.	We hold evidence of professional discussions and agreed actions from 1:1 DHT/CL meetings which use the information from data packs including the following information: • Individual pupil data with all subject levels, which can be filtered by subject to allow comparison across subjects • Pupil's average level along with count of each working level • Subject page detailing number and percentage of each working level, alongside every other subject to allow for comparison. CLs were also provided with prompt questions to help analyse the data. Strategy reports highlight similar information alongside: • A prediction of current bottom 20% which takes into account current attendance rate and average working level • Highlights individuals who are rarely ready, respectful and/or responsible in more than half their classes. • Highlights individuals who are always ready, respectful and responsible in all their lessons.	of analysis through the 1:1 ELT meetings. This 1:1/SLT conversation should be focused on the prompt questions and next steps within the faculty. For the strategy reports, we will add sections on specific cohorts e.g. care experienced, SIMD. As we are entering the second year of Pupil Tracking, data packs will also highlight trends for young people over two years rather than just the current session. This should allow for more targeted interventions for those that are not progressing in BGE levels for an extended period of time.
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QI 3.1 Ensuring Wellbeing, Equality and Inclusion			HGIOS 4 Self-evaluation: Good
	How well are we doing? What's working well for our learners?	How do we know? What evidence do we have of positive impact on learners?	What are we going to do now? What are your next improvement priorities in this area?
Wellbeing	The majority of our young people have a trusted adult they can speak to if they are worried. S1 Introduction to LHS through 'people who help us' and 'settling in' units delivered by PSL staff. We have streamlined our GIRFEC procedures to ensure a consistent approach for young people and their families across all three House Teams, this has been piloted with S1 pupils and families. House Team Meetings (HTMs) are now run consistently across all Houses whereby EVERY pupil is monitored throughout the year on a four-weekly	LHS survey identified 69% of learners as having a trusted adult they feel they can speak to if they are worried or upset. This 10% higher than the views of all CEC pupils (59%) when last surveyed on this question. A further school survey identified the following within year groups where pupils responded: S1 – 76% (increase from 74% this time last year) S2 – 67% (increase from 64% this time last year) S3 – 54% (increase from 38% this time last year) Our House Team spreadsheets evidence that every pupil is now monitored. Attendance, referral and duty head data analysed, and Care Experienced/Young Carer and SIMD pupils highlighted. The spreadsheet is used consistently across all three Houses at weekly House Team Meetings and data reviewed at Strategic Meetings throughout the session as document in our Strategy Calendar.	We aim to have almost all pupils identify a 'go to adult' in school as a person they can approach for help, support or advice if needed. We will focus on continuing to streamline our GIRFEC to ensure a consistent approach for young people and their families across all three House Teams, rolling out S1 pilot to new S1 and any new families to GIRFEC. We will also begin to use new GIRFEC paperwork, developed by CEC. HTM spreadsheet to be refined based on this session evaluations which have highlighted what data is being used effectively on a weekly basis and what

	year group rotation, with particular focus on vulnerable groups and learners. All S1 to S4 PSE is now being delivered by Pupil Support Leaders to their caseload. Lessons meet CfE entitlements, with opportunities to contextualise, based on pupil views and evidence of need through Strategy Evaluation. All lessons follow our Liberton Lesson format. All substantive PSLs have undertaken RHSP and MVP training, and MVP is now delivered within the RHSP strand of PSE. Re-organisation of Integrated Support, where staff are aligned to interventions, has led to increased attainment for our learners at risk of leaving school without qualifications, and a clearer structure and systems in place to ensure we get the right support to the right pupils at the right time. Our weekly Pupil Referral Group (PRG) is now a key driver to ensuring support is discussed and allocated in pupil centered and timely manner. This system has also allowed us to identify gaps or demand in certain interventions and enabled the team to source appropriate interventions to fill these gaps or meet demand. Our Transition Team have been working together to improve information-sharing and enhanced transition where appropriate, and we have established a collaborative approach across the learning community to identify and support learners identified as need Enhanced Support	• 48% of pupils knew the four strands of PSE at the start of the session; 87% knew the four strands by the end of session. • Out of 5, here are the averages of how confident pupils rated themselves in terms of them developing their knowledge within each strand: ○ Planning for Choices and Changes – 3.55 ○ MESP – 3.81 ○ Substance Misuse – 4.1 ○ RSHP – 3.83 Of our S4 pupils attending Outreach this session 7 S4 pupils achieved 5 passes. 4 pupils achieved these during in school sessions, 2 achieved through hybrid of in and out of school sessions (Gilmerton Community Centre), and 1 was achieved through out of school completely Attendance and exclusion data. Minutes of YPPM, and Readmission meetings. Partner Feedback (EP and ASL Lead identified in IRP strength in LHS approach as 'Positive and Solutions Focused') at all meetings they have been involved in. Pupil needs are now identified through House Team Meetings and brought to PRG on a weekly basis. Interventions needed are now introduced by the following term where there are gaps or further demand. Interventions added include Acceptance Commitment Therapy (ACT) group for young people displaying early signs of anxiety, and King's Trust Group, for young people who benefit from a curricular column having the option to work as group to develop skills and qualities, leading to an award. • SFL/PSL attendance at Primary CPMs – 24 separate pupils • Parent/Carer 1:1 After School Visits: 22 Pupils • P7 Enhanced Transition Group – 2x2 Day Visits: 30 Pupils Invited (26 Attended) • PSG Pupil Discussions with Primary DHTs (January) – 30 pupils plus a further 26 discussed	data should be analysed by ELT Collaborative groups and Strategy accordingly. S5 pupil and staff feedback has identified weakness in PSE being developed and delivered by teaching staff rather than PSLs. This has led to inconsistent pupil experience and a lack of engagement from staff and pupils. The S5 PSE curriculum will now be designed by S5/6 PSL and delivered by S1-4 PSLs. S5/6 MVP Peer Mentors to be trained and deliver sessions within S1/2 PSE classes, aligning with Pupil Leadership House Teams. Collaborative work across colleagues within Integrated Support, particularly SFL and WBH staff to ensure flexibility within resource and interventions allow ALL pupils to feel included, especially our Enhanced Support Provision where pupils will require the highest level of support to access mainstream provision as much as possible. Work with learning community colleagues to integrate ASL provision now allocated to LC to be used in a fair and appropriate manner to best meets the needs of our learners Intervention Tracker to be introduced to PRG and used to track and monitor number and types of interventions being offered and accessed and evaluated against individual pupils and cohorts to further evidence impact. Gather pupil/parent and carer views on what is working well within LHS transition programme and what needs to be improved. To develop a House Class that can be part of our ESP, to ensure a supported start to the school day. Based on evaluations from this session Wellbeing Hub will continue to offer Zones of Regulation-type intervention however it will be renamed and linked to school values 'Ready. Respectful and Responsible'. We will further train Integrated Support Staff to ensure Seasons for Growth and LIAM interventions are offered by consistent members of staff. Living Life to the Full intervention to be introduced; CBT-based intervention aimed at supporting pupils with their mental health. We will further develop a group offering targeted support around social communication, and staff will look at how we can more definitively evaluate impact of these interventions.
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	Provision (ESP) delivered through LHS for the first time. Throughout this session we have continued with interventions where positive impact has been evidenced and added to the number and types of support and interventions to reach more of our young people and intervene with the correct support, at the earliest opportunity where we have identified a gap or unmet need. Our Wellbeing Hub has introduced the following interventions this session: - Nurture Groups being offered as a year long intervention for S1 and S2 (1 group per House) for young people experiencing barriers/trauma or adversity. - THRIVE group for vulnerable S3/4 group, where they participated in outdoor learning through Green Team. Our school counsellor has continued to offer support to young people and although a waiting list has been required at points as pupils referred have been seen within one term of referral being submitted. For pupils who required immediate support, we referred to our community counselling provider 'Back on Track' where pupils have been seen quickly and had the choice to be seen in school out of school at Goodtrees Community Centre. All teaching staff visited the IPS resource provisions during a CAT session in November 2024. Staff have given clear views on further training requested; this identifies specific strategies and support for them where young people are presenting with suicidal ideation and/or self-harm and self-injury. PSLs have implemented tools to gather pupil views during PSE to evaluate what information and	- Transition Workshop with Primary Colleagues at Liberton Learning Festival (October) – 25 Colleagues attended - P7 SfL Parents Evening – (February) – 10 families attended - Case Conferences held with key staff including Primary colleagues, Integrated support team and ASL/EP for those identified as needing ESP. Pupil, parent and carer, and partner views gathered through YPPM minutes highlighted that those pupils attending this as a supportive and inclusive intervention which encouraged positive attendance. This particularly helped S1 pupils with anxiety around the transition process and all reported they felt more confident as a result. Evidence though Duty Head, WBD/Referrals, and Alternative to Exclusion/School Exclusion Data and Pupil Referral Group (PRG) House Team Meetings, Wellbeing Concern, Initial Assessment of Need and Young Person Planning meetings identified need for support for those experiencing barriers that are resulting in anxiety based or dysregulated behaviour. Most pupils attended all sessions and feedback was very positive. All was that they felt it had increased confidence around working in a group. School Counsellor report August 2024 – April 2025: Pupils who accessed counselling through Pupil Support = 31 Pupils who dropped in at social times= 7 Pupils who completed counselling during that time = 31 Number of appointments offered=240 CAT survey identified all staff surveyed indicated they now understood what interventions we offer within IPS and what need/barrier they are aimed at addressing or reducing, to support our young people in their Health and Wellbeing. Additionally, almost all staff (90%) reported they felt confident in supporting the wellbeing of our young people. - Feedback regarding Mental Health: 'More mental health topics' requested by a few pupils. - Pupils identified they enjoyed learning about their emotions and talking about mental health. - Pupils complete a Wellbeing Web on OneNote.	We aim to achieve more collaboration across Integrated Pupil Support for consistency in tools we use i.e Glasgow Wellbeing Scale/Circle Participation and Inclusive Classroom scale. Intervention tracker to be piloted throughout the next session at PRG to monitor number and types of interventions against pupils to allow overview and evaluation. We will continue to build capacity across Integrated support team to ensure as many of our intervention can be delivered by as many staff as possible, this will give greater flexibility in what can be delivered allowing us to meet the needs of more learners whilst also minimizing the impact of any staffing changes. We will aim to have Integrated Support Staff trained in Raising Teens with Confidence (RTWC) and deliver as part of LHS family engagement offer. Our School Improvement Group for Wellbeing has developed a Mental Health Strategy to support our young people and their families and additionally has included a section for staff which offers further information, support and signposting to CLPL for interested staff. Our School Improvement Group for Wellbeing will also seek to develop a means to ensure that pupil leadership, and pupil voice is our next step in ensuring we are developing a LHS strategy that identifies our priorities in supporting and improving pupil health and Wellbeing. Bespoke 'In-House' training to be designed and delivered by Michelle Bearzot, our ESP teacher who is also a trained psychotherapist. She has audited staff views and will deliver a CAT session tailored to meet staff needs.
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	support young people would like as part of the universal offer delivered through PSE, and have begun restructuring lessons within the S1-4 PSE MEPH strand, taking the pupil views into account.	PSL reviews from OneNote identify pupils scoring low on any wellbeing indicators, leading to 1:1 check-ins with pupils and discussing individual supports.	
Fulfilment of Statutory Duties	All staff are trained in Mandatory Child Protection Training Level 2 and feel confident in being able to deal with Child Protection concerns. We deliver annual updates and a refresh at the start of each session about guidelines and our school policies and procedures. All integrated support staff in promoted posts, and SLT trained to level 4 CP. Continue to aim to meet our target for 82% of our learners achieving attendance of above 85% our regular tracking and monitoring and although this is a challenge we are identifying concerns at the earliest opportunity, and recording accurately, along with identifying supports and strategies in line with CEC and LHS staged interventions from 'Maximising Attendance' policy. Our Care Experienced pupils are discussed weekly at House meetings and monthly/termly at School Strategy Group Meetings, and Partner Strategy Group Meetings. Strong working relationship with the We Matter Team, advice and consultation on Care Experienced Pupils sought, especially when pupils and families are in crisis. We introduced a short-term early intervention aimed at improving attendance for some of our Care Experienced Learners in S1 and S2 who had been identified through our Care Experience and Attendance strategy meetings as beginning to have a pattern of decreasing attendance. This was funded through Care Experienced Team and delivered by Canongate Youth.	Staff feedback: all staff stated they are aware of how to manage a CP disclosure, and who to pass information to. All staff are also confident in using Wellbeing Indicators to complete appropriate Wellbeing Concern Forms. All promoted staff are confident on steps necessary to escalate CP concerns, and appropriate next steps for WBC including how to initiate Initial Assessment Meeting/Young Person's Plan and Team Around the Child approach as and when necessary. Attendance of pupils below 85% is monitored in weekly House Team Meetings, Bi-weekly SSA Attendance/PSL meetings and strategic approaches and systematic evaluation and interventions monitored through termly strategy meetings. CEC figures continue to RAG our school as 'Green' for contextual attendance measures. All Care Experienced pupils are highlighted in our House Team Meeting spreadsheets. Bespoke plans in place for two of our Care Experienced pupils living in YPC and not able to engage in school-based education and support, a further Care Experienced pupil supported directly by teacher from We Matter Team as alternative to school which has become a barrier, thus allowing pupil to volunteering and re-engage in learning. The group ran between November and April and pupils were identified through PSLs analysing attendance data from term 1. 5 of the 6 pupils taking part had improved attendance by the end and this has continued for the term following. All pupils taking part spoken positively of the support offered and skills developed. All S2 MCR pupils this session have been matched with mentors by Christmas and continued with one-to-one sessions throughout and into S3. S1 – group work: 8 participating in group work (7 CE)	Quality Assurance visit requested from QIEO Child Protection to look at LHS record keeping and storage. We will update our record keeping and storage of sensitive documents in line with feedback given from QA visit in preparation for move to new school. LHS CP Policy to be re-written in line with new CEC CP pro-forma. 3.1/2.1 VSE in session 2025-2026. We will continue to focus on streamlining our GIRFEC to ensure a consistent approach for young people and their families across all three House Teams, rolling out S1 pilot to new S1 and any new families to GIRFEC. We will continue with our target to increase to 82% of young people achieving attendance of above 85% We will implement new measures to identify and communicate 'early warning' attendance alerts to families. Assistant PSL role to work with Care Experienced school coordinators and identify clear targets and improvement priorities for supporting our Care Experienced pupil. Meet with Who Cares Scotland (WCS) to look at working together to better support our Care Experienced pupils. All staff to be aware of Care Experienced young people, current and previous within their classes. Continued promotion of 'The Promise' for staff in order to raise awareness and understanding of how to support all of our Care Experienced Young People.

	All Care Experienced pupils are invited to be part of MCR programme. S1 and first term S2 pupil work within a group to develop skills, and by Christmas of S2 all will be matched with a mentor. All MCR pupils have access to group work in S1 and S2, and a mentor from Christmas S2 until leaving school.	S2 – group work/mentoring: 7 participated in group work, 12 mentored, 2 supported by Pathways Co-ordinator S3: 10 mentored (3 CE) S4: 8 mentored (1 CE) S5 : 7 mentored (1 CE) S6: 5 mentored (1 CE)	
Inclusion and Equality	We have demonstrated and enacted our commitment to ensuring that as many young people as possible are in classes and accessing the curriculum, through our universal offer and through targeted support delivered by teaching staff and enhanced by the House Team approach for meeting learners' needs, to address both learning and wellbeing barriers and use of our Integrated Support Team and PRG. This is underpinned by our Positive Relationships and Behaviour policy and procedures. Staff are increasing their confidence around universal supports used within the classroom to include our pupils with Additional support Needs. S1 Writing Group. This group was designed and implemented by our Transition Teacher for an identified group of S1 who were not on track with writing at the end of P7 and following it's introduction last session effectiveness was increased this session We also continue to deliver the SRA Literacy Intervention for S1-3. Our Young Carers coordinators have continued to work with Edinburgh Young Carers (EYC), providing advice and support for identified Young Carers. EYC staff visit LHS and continue awareness raising as part of term 1 PSE topic 'people who help us' so that the rolling programme ensures ALL pupils have received appropriate advice and signposting. 'Reminder' sessions delivered to S2-6 through Assemblies and staff through CAT. Every House Class in the school has had input regarding Young Carers and have had the opportunity to self-identify.	Appropriate gathering and analysing of data from P7 and throughout BGE and into Senior Phase held by House Teams, regularly reviewing data such as Alternative to Exclusions and Exclusions, Referrals, Duty Head Log, and Alternative Learning Space (ALS along with Tracking and monitoring reports and attainment data, Wellbeing Concern Forms, VPD and attendance Data.). This data is analysed by both curricular and support staff regularly and evaluated by middle leaders through our Integrated Support Strategy meetings and Extended Leadership Team meetings. Care Experienced/Child Protection and Wellbeing folders are quality assured. This session all staff completed CEC mandatory Autism training delivered by EP/ASL and SALT staff. Staff feedback suggests that 76% are confident in supporting pupil with ASN, this is an increase from 67% the previous session. Across all areas, the number of targets met out of 9 ranged from 3 (1 pupil), 4 (4 pupil), 5 (3 pupils), 6 (2 pupils) and 8 (1 pupil). Survey evidence: 12 pupils who were unknown to us as Young Carers used this survey as an opportunity to self-identify. 23 young people were put forward for personal interviews during a "drop-in day" of which, 11 proceeded to preliminary referral forms and gave EYC permission to contact parents in order to pursue further support. - An additional 6 young people were deemed not to be Young Carers however information was disclosed that resulted in further steps being taken such as WBC and House Team support. 13 formal Young Carer Statements have been taken in conjunction with EYC.	We will increase the capacity and provision of our integrated support systems next session by developing a resource targeted at those who need an enhanced support provision (ESP) within mainstream. DHT PS, SFL and WBH staff are now regularly attending the newly formed 'Locality Inclusion Support Network' to work collaboratively with colleagues from psychological services and schools within our locality to share good practice and support each other in the development of ESP. During this session we replaced Edict with ASN spreadsheet. A recent survey indicated only 23% of staff were accessing the spreadsheet regularly and 5% did not know about the spreadsheet. By next session our target is for all staff to be accessing the spreadsheet, and most staff to be accessing it regularly. Over the next three sessions we are aiming for almost all staff to be confident in supporting young people with ASN. Next session we aim to ensure all Integrated Support Staff are confident in using the Circle document as a tool to support staff and pupils around participation and inclusion within the classroom. To review how literacy support is best utilised within Integrated support and universal support within classes. This session we have identified the need for PSAs who led on SRA to continue to work with groups, but to train SFL staff to work with individuals. This will result in PSAs with literacy expertise being able to go back into classes, working across English and Social Subject faculties, and include more learners in universal supports in literacy-based subjects. - To implement a 'Raising Attainment in Literacy' focus across the primaries in our learning community, delivered by the Transition Teacher. - All P7 pupils identified and timetabled for SRA Intervention from August. EYC to deliver CAT session in 2026 as this will be three years since their last input.

	All S1 classes had an EYC staff deliver a session during a PSE period. All other house classes have been visited for refresh, YCC spoke to each full year group assembly. Following this a whole school survey was sent out, 93% of respondents felt that they knew what a Young Carer is. Increased support and interventions have been offered this session through Wellbeing and Qualifications Hub to look at individualised interventions for those Young People in need of intensive support and bespoke arrangements, especially where they are at risk of exclusion. The impact has been a reduction in exclusions this session. All staff continue to undertake CLPL for Positive Relationships and Behaviours. This session the SIG has divided into three smaller groups looking at 'Ready', Respectful' and 'Responsible' to deliver more bespoke CLPL. This session our School Link Officer has worked across the Liberton and Gracemount Learning Communities. She has built strong relationships with staff, pupils and families, attending Young Person's Planning meetings where appropriate to offer support and partnership working, as well as regularly attending PSE classes.	• A member of the Team attended a CLPL session regarding the introduction and implementation of a Young Carers group which will be launched during the next academic session starting on the 26th of August. This group will be run in conjunction with Gary Shaw who has identified Liberton as an example of a school with a high level of good practise surrounding Young Carers where his expertise would be useful to further enhance our practise. • All Primary 7s offered support for Young Carers offered during the transition days, list of currently identified Young Carers from the Primary School. Exclusion figures have decreased from 40 to 18. We have ensured we have a consistent approach to reduce physical violence and ensure our community feels safe. No Care Experienced pupils have been excluded from school this session.	EYC will begin a monthly YC 'drop in' at LHS for any pupil who identifies as or would like to support a friend or family member who identifies as a Young Carer. An 'Assistant PSL' leadership role will be created next session to allow an unpromoted member of staff to be given a period a week to lead on development of LHS support for our pupils with caring responsibilities. Increased support and interventions through Wellbeing and Qualifications Hub to look at individualised interventions for those Young People in need of intensive support and bespoke arrangements, including supervision around social times to reduce likelihood of escalation when distress or dysregulation is evident. We will continue to utilise our 'Alternative to Exclusion' pathways, especially those with Additional Support Needs or who care experienced. Continue with ASL, EP and partner agencies around alternatives to exclusion where possible. We will continue to build staff understanding and confidence in developing a trauma informed approach to supporting young people who are care experienced, focusing on de-escalation and coregulation We will continue to build the confidence of colleagues, through leadership opportunities and CLPL to create an environment and develop a curriculum where everyone matters. A large percentage of the group were seniors; therefore, we know advertising and a reinvigoration of the aims must be shared widely for the year ahead. Set meetings with colleagues who lead equalities groups will allow them to set aims and track them.
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QI 3.2 Raising Attainment and Achievement			HGIOS 4 Self-evaluation: Good																																																																					
	How well are we doing? What’s working well for our learners?	How do we know? What evidence do we have of positive impact on learners?	What are we going to do now? What are your next improvement priorities in this area?																																																																					
Attainment in Literacy and Numeracy	The Broad General Education (S1-S3) <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> The Senior Phase (S4-S6) 2024 National Measure 85.29% of our leavers have achieved level 4 or better in Literacy and Numeracy (outperforming virtual comparator). 97.56% of our leavers have achieved level 4 or better in Literacy and Numeracy (outperforming virtual comparator) in S5. We outperform our VC for L4 and L5 in S6. Our highest attaining 20% and middle attaining 60% both outperformed our virtual comparator.		% 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%		The Broad General Education (S1-S3) Our literacy and numeracy ACEL data is not yet finalized as we are still working with a targeted group of young people in June 2025. This will be complete by the end of June, and updated in this document by August 2025. *it is expected however that our data will highlight concerns regarding to the literacy figures*	The Broad General Education (S1-S3) We recognise that work requires to be done within literacy on the following: - ensuring that we have a clear strategy for assessing and recording attainment accurately using the literacy-specific benchmarks, and that this is applied consistently across colleagues. - exploring the reasons behind the percentage of S3 learners who did not achieve level 3 or better in each element of literacy, and planning and delivering supports to enable these learners to achieve within literacy (and English) in S4 in 2025-26 We have identified clear next steps in this area within our School Improvement Plan 2025-26, including our English and Media faculty team working with the Edinburgh Learns team. The Senior Phase (S4-S6)
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Attainment over Time	<table><tr><td></td><td colspan="6">% of S4 Cohort A-C (NQ and NPA)</td></tr><tr><td></td><td></td><td>2021</td><td>2022</td><td>2023</td><td>2024</td><td>2025</td></tr><tr><td rowspan="3">S4</td><td>5@3</td><td>63%</td><td>86%</td><td>74%</td><td>80%</td><td>92%</td></tr><tr><td>5@4</td><td>61%</td><td>79%</td><td>68%</td><td>69%</td><td>74%</td></tr><tr><td>5@5</td><td>33%</td><td>48%</td><td>37%</td><td>30%</td><td>40%</td></tr><tr><td colspan="7"></td></tr><tr><td rowspan="3">S5</td><td>1@6</td><td>50%</td><td>54%</td><td>59%</td><td>46%</td><td>43%</td></tr><tr><td>3@6</td><td>34%</td><td>32%</td><td>35%</td><td>25%</td><td>26%</td></tr><tr><td>5@6</td><td>18%</td><td>13%</td><td>18%</td><td>11%</td><td>15%</td></tr><tr><td colspan="7"></td></tr><tr><td rowspan="4">S6</td><td>1@6</td><td></td><td>59%</td><td>57%</td><td>63%</td><td>54%</td></tr><tr><td>3@6</td><td></td><td>43%</td><td>37%</td><td>46%</td><td>35%</td></tr><tr><td>5@6</td><td></td><td>30%</td><td>28%</td><td>34%</td><td>26%</td></tr><tr><td>1@7</td><td></td><td>17%</td><td>14%</td><td>17%</td><td>13%</td></tr></table>								% 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%
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S4 (cohort = 156)		
	What we aimed for	What we got....
5@3+	Will always aim for 100% January 2025 tracking = 59% with working grade passing	92% (an increase of 12 percentage points from last year)
5@4+	We aimed for 70% January 2025 tracking = 39% with working grade passing	74%/78% (an increase of 5 and 8 percentage points from last year)
5@5+	37% A-C January 2025 tracking = 34% with working grade of passing 5@5	47% A-D Award (increase of 5 percentage points from last year’s cohort) 40% A-C pass (increase of 10 percentage points from last year’s cohort)
S5 (based on cohort when in S4 = 195)		
	What we aimed for	What we got....
5@6	15% January tracking, 12% were passing 5@6	15% A-C (30% of that year group achieved 5@5 in S4) 18% A-D (42% of that year group achieved 5@5 in S4) A-C Progression rates for 2025 are the best in recent years (eg compared to the S5 cohorts that went before them in 2024, 2023, 2022) (A-C 37-11, 48-18 etc)
3@6	30% January tracking, 23% were passing 3@6	26% A-C, increase of 1pp from last year 34% A-D, increase of 5pp from last year
1@6	45% A-C	43% A-C, decrease of 3pp 51% A-D, decrease of 1pp *this is an area of development for us

BGE
To establish a robust way of utilising BGE attainment data in order to ensure that we are able to articulate our attainment over time progress within the BGE and to intervene and support in the most effective way for learners where attainment or progress are of a concern.
Senior Phase
The School Improvement Plan 2025-26 outlines specific targets relating to all 3 senior phase cohorts for 2025/26, in terms of overall attainment, and in terms of added value from the previous year.

		S6 (based on cohort of 159 when in S4) <table><tr><td></td><td>Summary</td></tr><tr><td>1@6</td><td>54%/57% (lowest percentage in recent years. However, best ‘added value’ (8pp increase from when the cohort were in S5) in recent years)</td></tr><tr><td>3@6</td><td>A-C and A-D (lowest and second lowest in recent years. However, ‘added value from S5 into S6 is consistent with other years. This low overall attainment can be traced back to when this cohort were in S4.</td></tr><tr><td>5@6</td><td>A-C and A-D (lowest in recent years. However, added value from S5 as strong as most recent years)</td></tr><tr><td>1@7</td><td>A-C and A-D in line with 5@6 for that cohort the year before. 6.9% passed 2 or more Adv H and 3.8% passed 3 or more. The previous cohort (2024 –the strongest attainment cohort in recent years) had 3.3% passing 3 or more Adv H.</td></tr></table>		Summary	1@6	54%/57% (lowest percentage in recent years. However, best ‘added value’ (8pp increase from when the cohort were in S5) in recent years)	3@6	A-C and A-D (lowest and second lowest in recent years. However, ‘added value from S5 into S6 is consistent with other years. This low overall attainment can be traced back to when this cohort were in S4.	5@6	A-C and A-D (lowest in recent years. However, added value from S5 as strong as most recent years)	1@7	A-C and A-D in line with 5@6 for that cohort the year before. 6.9% passed 2 or more Adv H and 3.8% passed 3 or more. The previous cohort (2024 –the strongest attainment cohort in recent years) had 3.3% passing 3 or more Adv H.	
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Overall Quality of Learners’ Achievement	We offer a range of wider achievement opportunities for learners, including lunchtime clubs to suit a variety of interests (including various sports, music groups, chess, Dungeons and Dragons Club, and Minecraft Club). This session, we introduced ‘Terrific Tuesdays’ during house class each Tuesday, where learners were able to share their successes and achievements. These were then captured and shared at monthly house assemblies, which were also established this session. We also celebrate pupil of the month (S1-S3 and S4-S6) at every monthly year group assembly, in addition to class of the month awards for a S1-S2 class and a S3-S6 class every month. A number of our learners engage with wider achievement opportunities outside of school, such as local football teams, rugby, dance, cricket, martial arts.	Our families complete a MS form which is issued fortnightly, where they outline any achievements from outside of school and these are celebrated either through assembly, through individual praise postcards and house points, or through recognition at Prize Giving. 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 use our Microsoft Form for capturing pupil successes and achievements outside of school, to collate and use information provided by the families of our young people. 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.										

			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 recognized and celebrated.
Equity for All Learners	Our curriculum promotes parity of esteem and provides opportunities for all learners to achieve across every curricular area, and to engage in whole school and local community initiatives and opportunities. We invest our Equity Funding into people, projects and resources that support attainment and achievement, and remove poverty-related barriers that young people or their families may be facing, so that there is equity of opportunity for all. *Please see evaluated PEF Plan 2024-25 for further detail*	Examples of evidence from this year includes: • Funding 5 places for our Outward Board residential so that financial barriers were removed from families. • Ensuring that there are no curricular charges to young people or their families in terms of accessing any of the subjects or pathways offered at our school. • Partnership working with the local church to deliver food parcels to families (see detail in PEF Plan evaluation) • Purchasing of school hoodies for all pupils, to build a sense of community and to enable all pupils to feel part of ‘Team Liberton’ and reduce financial pressure on families. • Continued to support the promotion of school uniform to tackle the wearing of designer/branded clothes to school through our uniform system overseen by Equity SSA. • Running of Breakfast Club every morning to ensure learners were Ready for the school day. • Re-designing the school uniform as a result of pupil, family and staff consultation to make it as cost-effective and affordable as possible, and following this up with a further family survey in March 2025 which showed that families were happy with the options they have.	Please see our PEF Plan 2025-26 for further detail. We will continue to use our updated House meetings spreadsheet next session which contains key filters that allow the needs, progress and supports required in relation to all pupils with protected characteristics across every year group to be easily identified and discussed. We will therefore be able to specifically track the improvements in outcomes for any particular group of learners at any one time, including those facing poverty-related barriers.

QI 2.1 Safeguarding and Child Protection

	How well are we doing? What’s working well for our learners?	How do we know? What evidence do we have of positive impact on learners?	What are we going to do now? What are your next improvement priorities in this area?
Arrangements for safeguarding, including child protection	All Senior leaders responsible for safeguarding at Liberton High School are clear about the expectations of their role, and provide good support and direction for staff.	All SLT and PSLs are trained in Level 4 Child Protection. MS Form gathers data about engagement with the Level 2 Child Protection Training and understanding of responsibilities within, including catering and janitorial staff.	We have planned a 3.1/2.1/2.4 VSE for September 2025, to scrutinize our practice in this area and help to inform steps for further improvement.



	Robust arrangements are in place to ensure that all staff (including volunteers and partners) are aware of their responsibilities in relation to child protection and equality policies and procedures. Most of our systems allow us to have a systematic and strategic overview of the number and nature of cause for concerns raised, initial referral discussions, child protection case conferences, and child protection registrations.	A wide range of information is stored in a range of places and can be accessed by those who require it. However, we recognise that a more streamlined approach to our systems is needed, and have created new vehicles for House Teams to be able to discuss and document needs and supports in a user-friendly and systematic way.	
Arrangemnts to ensure wellbeing	Children feel able to make a complaint against school practice and procedures, and are confident their views will be taken seriously and acted upon.	The 2024 City of Edinburgh Council Pupil Wellbeing Survey showed only 9% of pupils did not feel that their views were listened to and acted upon.	We would like to increase the percentage of pupils who feel that their views will be listened to and acted upon to 95% by the end of the 2025-26.
National guidance and legislation	Unexplained, regular or long-term absence is supported through a range of approaches and strategies. Child protection and safeguarding policies and procedures reflect current legislation and guidance. All policies and procedures are reviewed on a regular basis. All child protection records are stored safely and securely ensuring all sensitive information is only accessible to relevant staff members.	Data and evidence from our EWO and from our Pupil Support Leaders covers the wide range of supports and strategies used. The content of our policies can be seen to clearly align with national guidance, for example Included, Engaged and Involved, and with local authority guidance on safeguarding. Samples of these records are looked at termly by our 'Strategy' group (consisting of DHTs and PSLs) as part of our self-evaluation processes.	The recruitment of an attendance SSA in August 2024 has improved the recording of period-by-period attendance and communication with home. We aim, for August 2025, to move to a period-by-period-communication system with home, as a further development to our system for 2024-25 which started as twice per day, and increased to 3 times per day and then 4 times per day.

QI 2.2 Curriculum

	How well are we doing? What's working well for our learners?	How do we know? What evidence do we have of positive impact on learners?	What are we going to do now? What are your next improvement priorities in this area?
Theme 3 Learning Pathways	Our curriculum reflects our school vision 'where everyone matters'; our curriculum is ambitious, with a wide range of opportunities and progression pathways from SCQF level 3 to SCQF level 7, that promotes high expectations. We have worked in conjunction with the learning community and established a School Improvement	93.53% of our leavers in 2024 progressed into a positive destination (an increase on 92.16% from 2023). As our curriculum is designed to meet the needs of our learners there is parity of esteem surrounding exit points, and this is reflected in destinations. 17.65% - Employment, 31.76% Further Education, 37.65% in Higher Education, 5.29% in training and 1.18% volunteering. All colleagues from the learning community attended a Metaskills sharing practice event delivered by colleagues from across the settings.	6.47% of learners left without employment/engagement/unknown (it was 7% the previous year). Although a slight decrease, our aim is that every young person leaves with a positive destination. We continue to review our leavers' process to ensure the continuity of support, and the right support at the right time upon exit. We have continued to analyse our trends in data, and we will continue our focus on developing pathways that raise attainment for S5 leavers, particularly winter leavers. We will do this in partnership with College and JETplus which will be tracked and monitored through PSL 16plus. We will establish an in school 'Intro to college' course that will support those with additional support needs a smoother transition into college.

	Group that is focused on developing a shared progression framework for Meta Skills. Our curriculum pathways continue to contribute heavily towards our trend of raising attainment over recent years. Our pathways are based on Labour Market Intelligence (LMI) and are constructed in partnership with stakeholders, in particular with Skills Development Scotland. Partnership working with families during pathway interviews was established – this is the second year that we have offered this. Feedback from families last session was that they would welcome an earlier input about Pathways and Curriculum design in Scotland. We delivered two sessions earlier in the 2024-25 academic year. We have continued to establish flexible learning pathways (Construction, Gold and Gray, Give It A Go, and JET, as well as individual bespoke timetables), which focus on Literacy and Numeracy which are supported through our Qualifications (newly established this session), Wellbeing Hub and Additional Support for Learning, both in school through our Support for Learning department, and through the local authority Additional Support for Learning Service. Throughout the academic session 24-25 we have been actively involved in Communities of Practice to establish where the gaps are in the curriculum to develop consortia and partnership courses.	Colleagues reported from across primary and secondary 37:41 reported that the CLPL offer was useful, and when asked about what should be Liberton HS next steps almost all said consistency across departments. Whole school evaluation has triangulated evidence (feedback from young people concerning the metaskills, feedback from colleagues, faculty focus feedback...) The majority of young people had a family member attending pathways their interview. The Curriculum Design Evenings were attended by 21 families. All families rated the event 4 or 5 out of 4. Young people have engaged with flexible timetables (25 in the senior phase) this session, and almost all have achieved level 4 in literacy and numeracy. This has been supported through partnership working with Additional Support for Learning Services. Over 30 young people, S3-S4, continued to engage with Construction Pathway since the new timetable in June 2024. 15 from the S3 cohort will progress with the Foundation Apprenticeship into S4. 11 of 15 from the S4 cohort have completed the FA Construction Level 5 and will be certificated in August. 3 S4 leavers have been employed by Enigma Construction an industry Partner who supports the Construction Pathway Course. 6 young people from across the locality have engaged with the FA Level 6 Social Services Children and Young People at Liberton High School. All have gained attainment from the course, and two Liberton pupils have completed the FA in its entirety. Over 50 young people, from S1 to S4, have engaged with the Gold and Gray Football Pathway. Those is S4 have engaged with the L5 NPA Team Sports and almost all will achieve this. We have aligned our timetable with the CEC model for 2025-26. We have been planning for the introduction of new consortia	We will continue to offer an ambitious curriculum offer and further develop our Meta skills Framework to promote skills for learning, work and life. Feedback from colleagues is clear, we need to audit the curriculum and then create a consistent approach for young people. This is in line with our three-year Metaskills Improvement Cycle: - Year 1 – All colleagues demonstrating an understanding of what the 12 meta-skills are (meta-skills-progression-framework.pdf (skillsdevelopmentscotland.co.uk) (2024-25) - Year 2 – all young people in the BGE tracking and reflection on metaskills (2025-26) - Year 3 – a progression framework developed to allow for the reporting on progression of metaskills (2026-27) As our curricular offer displays strengths in personalisation and choice, and in breadth, we will continue to focus on depth and progression particularly in pathways that do not extend beyond SCQF level 5. We will continue to look at gaps in our offer, through pupil voice and preferred occupation/route data, to establish appropriate pathways for all young people. Although the Curriculum Design night was well received families asked for more information on alternative pathways including Foundation/Modern Apprenticeships. Moving forward, we will work with SDS and DYW to plan such events. We will continue to develop our Construction Pathways by introducing Roofing (Creative Industries Level5), and by further working with Industry/DWY. To continue our partnership with Gold and Gray culminating in L5 NPA and L5 PE in SQA. Gold and Gray will also deliver 'Multiply' focusing on Numeracy with our Winter Leaver Cohort. We will continue to support young people's pathways through the COP Constortia offer. Liberton will contribute by delivering the school based Introduction to college offer.
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		courses/pathways including Reimagining Spaces (Creative Industries Level 5)	We will develop our understanding of and implementation of outdoor learning and sustainability across the school community over the next 2 years as we move towards our new campus.
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QI 2.7 Partnerships

	How well are we doing? What's working well for our learners?	How do we know? What evidence do we have of positive impact on learners?	What are we going to do now? What are your next improvement priorities in this area?
Theme 3 Impact on learners: Parental Engagement	Our 16+ partnership work is a strength, including Key2College, Key2Work, Career Ready, School College Partnership, Wheatly (No One Left Behind) and JET. We have strong partnerships with our Skills Development Scotland Advisor who supports our learners with the Schools College Partnership pre-programme and with pathway choices. We also have a strong partnership with our DYW coordinator. The established system allowing colleagues a non-bureaucratic way to work collegiately to develop the curriculum continues to run. Our DYW co-ordinator delivered whole school CLPL in the last session. Our partnership working with ELCA has resulted in young people engaging in the FA Level 6 Social Services, Children and Young People. Our partnership with TIGERs has resulted in young people engaging in and passing the FA Level 5 in Construction. Our Partnership with Gold and Gray has resulted in young people from S1-S4 engaging with the programme culminating with attainment in S4. We have continued our partnership with Edinburgh College to enhance pathways.	As mentioned in the QI 2.2 section our positive destinations percentage has increased from the previous year. Two inputs for young people applying to SCP were delivered in partnership with SDS. Over 23 young people were successful in gaining a space (almost all who applied). All young people with conditional/unconditional offers to engage with SCP introduction prior to summer to support transition. All TOM/SDS targets met. Faculties continue to engage with the support from DYW to enhance the curriculum through employer support. There has been an increase in young people engaging with work based activities supported by CEC DYW team. Over 60 of our learners from S4-S6 have engaged in 65 college courses as part of SCP, JET or S3 Liberton only offers. As mentioned in the QI 2.2 Curriculum section, the number of young people currently engaging with our construction pathway in the Broad General Education, and with our Gold and Gray pathway from both the Broad General Education and the Senior Phase, and the increased attendance of those learners on days when engaging with these partners, is evidence of the enjoyment and engagement of the pupils with these offers. As a school we continue to engage with the S1 Widening Participation Programme in conjunction with Edinburgh University. Such partnerships have resulted in young people being exposed to new opportunities.	Continue to develop these relationships and creating opportunities to co-construct and contribute to the curriculum offer. Continue to work in partnership and continuously review partnership agreement. Incorporate PSLs into 'pre-16 plus' post the winter break to ensure S4 leavers are tracked robustly. Continue to promote DYW support for curriculum development. Aim for each faculty to have at least one employer input in the next academic year. Continue to develop pathways that meet the needs of our young people by piloting FA Construction and FA Social Services. Continue Partnerships where outcomes for young people improve.

	We continue to have positive relationships and engagement with our Parent Council, who are a support to the school and who also participate fully in discussions about new initiatives and proposals for improvement, giving their views and ideas. We have worked with our Parent Council during 2024-25 to establish and implement our family learning calendar. 14 sessions were delivered throughout the academic year.	The CDT department have established a pathway with Napier University and Design, Engineer Construct on a National level. We continue to deliver the YPI project within the curriculum, and links have been made to local charities. As a result of such partnerships young people have developed skills for life, learning and work. We continue to attempt to gather family views through family events such as parent evenings, where young people gathered views using QR codes. Feedback from family learning evaluations are all positive. Some events were more popular than others.	We will seek feedback from families that have not attended any family learning events if there are any barriers, or if there are any events in particular that they would like to be offered. We will continue to gather the views of families as part of our self-evaluation cycle on a variety of aspects of school life and school improvement and will seek to increase the number of responses. We will also ensure that we communicate with parents the results of the consultation that we do with them, and provide a 'you said, we did' communication as part of our Family Fortnightly Update. Feedback from families after our Curriculum Information Evenings, notes that they would like more information on Pathways, particularly apprenticeships. We will work with SDS and DYW to establish the best ways to communicate information. We will continue to include time within the WTA to create a calendar of family learning events for 2025/26. We will use feedback from families who have attended in 24/25 as well as requests from families who have not attended to improve our offer.
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