



STANDARDS AND QUALITY REPORT

2016 – 2017

January 2018



Welcome to our Standards and Quality Report for the Academic Year 2016/2017.

The Mission Statement

Our mission is: “to lead young people in the pursuit of personal excellence through a well-rounded education”.

We develop this statement with the following aims:

To give each pupil in his way the capacity and confidence to live in an uncertain world, and to make that life as rich as possible; more specifically, to encourage him to work hard and take a pride in achievement, to think honestly and independently, to face up to challenges, to accept responsibility, to show concern for others and the environment and to develop wider skills and interests.

Our main objective is always to motivate pupils to try their hardest and to strive to achieve the highest levels possible in all areas – first, academic, and then cultural, sporting, leadership and simply living together as part of a community. They are encouraged to make the most of their talents, and to look after one another in a safe, caring environment, to ensure that the school years are a happy time for all. The ethos of Merchiston is concerned with people and relationships, and particular importance is attached to the development of personal character, and moral and spiritual values in our pupils. In the pursuit of excellence, we place great emphasis on two critical relationships – between the pupils and the staff, both within and outwith the classroom, and between the School and the home of each pupil. Thus, we can all give encouragement and confidence to our pupils and prepare them for the challenges and opportunities ahead in an extremely competitive world in which they will be required to demonstrate commitment, flexibility, teamwork, clarity of purpose, and integrity, whatever their chosen field of endeavour.

Our vision for the School, ie what we believe we are all trying to do together, is simple:

- to provide the best possible pupil support and pastoral care in a boarding school which has day pupils within it, supported by high quality child protection and safeguarding policies and procedures;
- to achieve the highest possible academic standards;
- then to achieve, within the sport-for-all philosophy, the highest possible sporting standards and to instil a lifelong love of sport;
- to achieve, within a wide degree of participation, the highest level of cultural standards and a love of art, drama and music for life;
- to help our pupils to develop their communication skills;
- to help our pupils develop an awareness of environmental issues and an understanding of how to live in a sustainable way;
- to ensure that our pupils understand the difference between right and wrong, between decent and poor behaviour; that they respect each other as being different and unique; and that they understand the importance of Manners Makyth Man – in other words, we wish to help them to develop as good people;
- to foster in our pupils a sense of the spiritual and encourage them to value relationships.

Leadership and Management

Further develop use of How good is our school? (4th Edition) for School improvement planning and Self-evaluation leading to self-improvement (1.1)

The School Leadership Team has applied a more consistent approach to Self-Evaluation for Self Improvement and this has had an impact on the structure to improvement planning. The Heads of Department and Housemasters are confident on the approach adopted to engage with How good is our school? (4th Edition) and improvement planning. The overall impact will be revealed through more quantitative evidence of good practice together with evidence from engagement with pupils on how well their needs are being met.

Embed new tutoring arrangements (1.2 & 2.4)

The new tutor system allows the pupils to have consistency of a tutor for the Junior, Middle and Sixth Form years. Feedback from summer term 2017 suggests that teaching staff are very positive about the changes implemented. Pupils should see the benefits of continuity, as they move through Middle School with the same tutor, which is the most significant change for these pupils. In Sixth Form, most pupils and staff have engaged well with the new process via shared Google Drive documentation, which now provides a record of all academic and pupil support issues discussed. A challenge remains with retaining continuity when colleagues leave (but this is inevitable), and there have been minor practical challenges surrounding colleagues who are resident on one boarding house, but not tutoring in another. Measures have been put in place to ameliorate these challenges.

Strategic vision for the School, including overseas partnerships and Sixth Form developments (1.3)

The School Leadership Team with the Academic Leadership Team established five strategic priorities for presentation to Governors. A memorandum of understanding has been signed with regard to Merchiston Castle International School Shenzhen, China, and a Headmaster for the School has been appointed.

Diversification of sport, linked to new facilities (1.3)

The new arrangements for Chalmers West and Chalmers East on a Monday afternoon in the Lent Term allowed for more variety and 96% reported that the impact of this new programme was either very positive or positive. The pupils cited more opportunity, choice, variety as the main drivers in the positive impact on their programme. 95% of the pupils who responded to the review reported that they wanted this programme to continue in the Lent Term 2018.

Embedding Governor scrutiny and audit of the work of Senior Leadership Team (1.4)

The Child Protection and Compliance Committee is now fully functioning, chaired by David Johnston with the Child Protection Liaison Governor and Deputy Child Protection Liaison Governor present, along with Depute Head of Firrhill High School plus relevant members of the School Leadership Team. The Committee has reported to the Full Governors' Meeting in June 2017. The minutes of these meetings and subsequent Board meetings will record the additional challenge of the School's management of operational issues and how improvements are being made across the School.

Professional Review and Development and voice of non-teaching staff: Build on improvement in staff voice and support new President of Common Room and Registration of non General Teaching Council for Scotland (GTCS) staff in consultation with Assistant Head Professional Standards (1.4)

The President of the Common Room has calendared and chaired meetings with the staff each term, this is then fed back to the School Leadership Team in person, followed by a further feedback session to staff by members of the School Leadership Team with any matters raised. This has allowed for a more cohesive teaching staff body, one which is taking advantage of regular staff socials. This structure has been replicated with the Support Staff. A new structure for Professional Review and Development for the Support Staff has been established and will continue to be rolled out in the session 2017-18. The appointment of staff has focussed on those who are eligible for registration with the GTCS, and two staff remain in a position of requiring GTCS registration.

Management of budgets linked to School roll (1.5)

Additional modelling has improved visibility of the sensitivity of a fluctuating pupil roll, and has focussed thinking towards operating more cost effectively. A new Bursar and a slight dip in pupil roll, affords the opportunity to review all process, procedures and expenditure, which will be undertaken over the 2017/18 academic year.

Student leadership – build further on improved training and monitoring (1.2)

The Prefect Training Programme has focussed on Child Protection and Well-Being. Earlier identification and application to being a prefect occurred in the Autumn and Lent Terms to allow for the appointment of

student leaders in the Summer Term. This allowed the Upper Sixth to concentrate on their examinations in the Summer Term. Further training of the student leaders in the Session 2017/18 will include Child Protection, Mentors in Violence Prevention Programme (MVP) training and Place2Be training.

Learning Provision

To keep child wellbeing and protection at the heart of all we do

Wellbeing and Child Protection is embedded in all areas of school life with pupils and staff familiar with and able to identify wellbeing indicators and assess their own wellbeing. Pupils are surveyed twice a year on their wellbeing, in November and March.

There is greater pupil leadership in wellbeing with wellbeing prefects in all boarding houses and also leading anti-bullying initiatives and the Anti-Bullying Committees and representing pupils at staff meetings such as Housemasters' Meetings.

Curriculum review: Skills progression and skills mapping, including strengthening literacy and numeracy across the School

The framework was developed with teaching staff, tutors and pupils throughout January to March with closer focus groups meeting in March to audit and review the framework before going out to departments in June. Tutors have engaged with tutees during three tutorial sessions using the descriptors as a starting point to self-evaluation. Skills' map has identified Citizenship and Enterprise as two major areas where there are gaps in opportunities. Third Form pupils registered with an example of a skills profiling tool (UExplore) as part of their "Careers Week", and the profiling was received positively. 94% of pupils surveyed strongly agree or agree that lessons enable them to develop a wide range of skills. 97% of pupils surveyed strongly agree or agree that they are aware of the importance of such skills in learning, life and work. A Skills' Co-ordinator has been appointed to drive forward further improvement priorities in this area.

Development of 3Sys (2.3)

The School has continued to work with WCBS on the development of the Pastoral Module, however, little progress has been made by them on this product. Due to this delay, the School has continued to use the OneNote and 3Sys systems. The trial of the WCBS Pastoral system as it stands will commence with the I Form in October 2017. Merchiston is continuing to work with WCBS 3Sys on this system and also ISAMS as a replacement MIS. Work continues on this area.

Embed Named Person Service and Staged Intervention Model, including developing a consistent approach to Data Protection and Information Sharing (2.1, 2.4, 2.5, 3.1)

The Named Person legislation is under review and the Information Sharing Bill has been presented to the Scottish Parliament for debate and vote in Autumn 2017. It is foreseen that this will take effect from September 2018. The model in place at Merchiston will fully comply. The Staged Intervention Model is now embedded in the structure of support and it has been augmented by a Staged Intervention Model for Behaviour Management (2017) to build further confidence in the way staff apply this policy. Impact criteria will be that pupils receive enhanced co-ordinated support, where this is needed, and that parents feel confident in the part they play and how to access the service. Final communication has been sent to pupils, parents and staff for the start of the new school year and policies updated and shared.

Increase impact of Parental Voice, including consistency in handling concerns and complaints reported in Minutes (2.5)

Open Forum meetings have been calendared and publicised to each year group and these meetings have been in the presence of members of the School Leadership Team, Pupil Support Leadership Team and the Academic Leadership Team. Parents have had the opportunity to contribute and ask questions with regard to all areas of School Life. Minutes have been published on ParentNet and individual meetings have been arranged to follow up on specific concerns or queries. All complaints are registered and audited by the Governors each term.

Develop further the Whole School Clan structure

The Clan Sport completed a full cycle in the academic year 2016/17. There were eight events which culminated in the presentation of the new Merchiston Clan Trophy at Prize Giving. The events have given more responsibility in terms of leadership and ownership and the pupils have thoroughly enjoyed the new system. Continued dialogue with the pupils will provide evidence of impact and whether the programme meets the needs of the pupils.

Successes and Achievements

Further build on improvements in Personal, Social and Health Education and Health and Wellbeing, with emphasis on equalities; support the new Assistant Head

There is now a whole school overview of Personal, Social and Health Education, with links drawn between the classes/topic cycles and events outside of the classroom. This, along with the departmental inputs, helps to ensure that the Personal, Social and Health Education topics are seen as a whole school focus. The teachers delivering lessons now have a greater shared understanding of lesson objectives and, with the majority now also involved in House roles, they are able to consolidate and draw links outside of the classroom. With these changes, there are now increased opportunities to link Personal, Social and Health Education lessons to Health and Wellbeing alongside Care and Welfare matters

Personal, Social and Health Education and Life Skills are connected closely with whole school messages in the School Improvement Plan 2017-18, the Anti-bullying Staged Intervention Model bringing in outside speakers and trainers and engaging with initiatives, for example Behaviour management and further embedding of restorative approaches within this.

An increasing number of skilled practitioners in the School are using restorative practices and approaches. Data will come from sanctions audit at end of each term. Register of staff training will be kept – each staff member will maintain a log. There was a staff survey in Lent Term 2016, which showed support for a restorative approach, but some concern at the pace of change, particularly in the Juniors. This allowed us to reassure staff that existing sanctions were available for use, as necessary. Each group is asked for anecdotal evidence in the form of a Restorative Log, as well as data gathered from the self-evaluation form. Follow up sessions are held to encourage staff to reflect upon and share experiences/successes and a video library capturing staff feedback has been created. The new cohort of prefects for 2016-17 was also trained in June 2016 with further update training in September 2016 following House-based sessions with Housemasters. The introduction of the more clearly defined Staged Intervention Model for Behaviour Management in April 2016 has allowed staff to build in confidence when engaging with pupils and helping them understand the impact of their behaviour. The Staged Intervention Model for Anti-bullying, September 2017, clarifies the stages starting with restorative approaches and explaining the outcomes if there is no engagement with this by the young person. Staff feedback from the Survey in March 2017 concluded: Are you confident about when and how to escalate a behaviour concern using a restorative approach? (90% Yes).

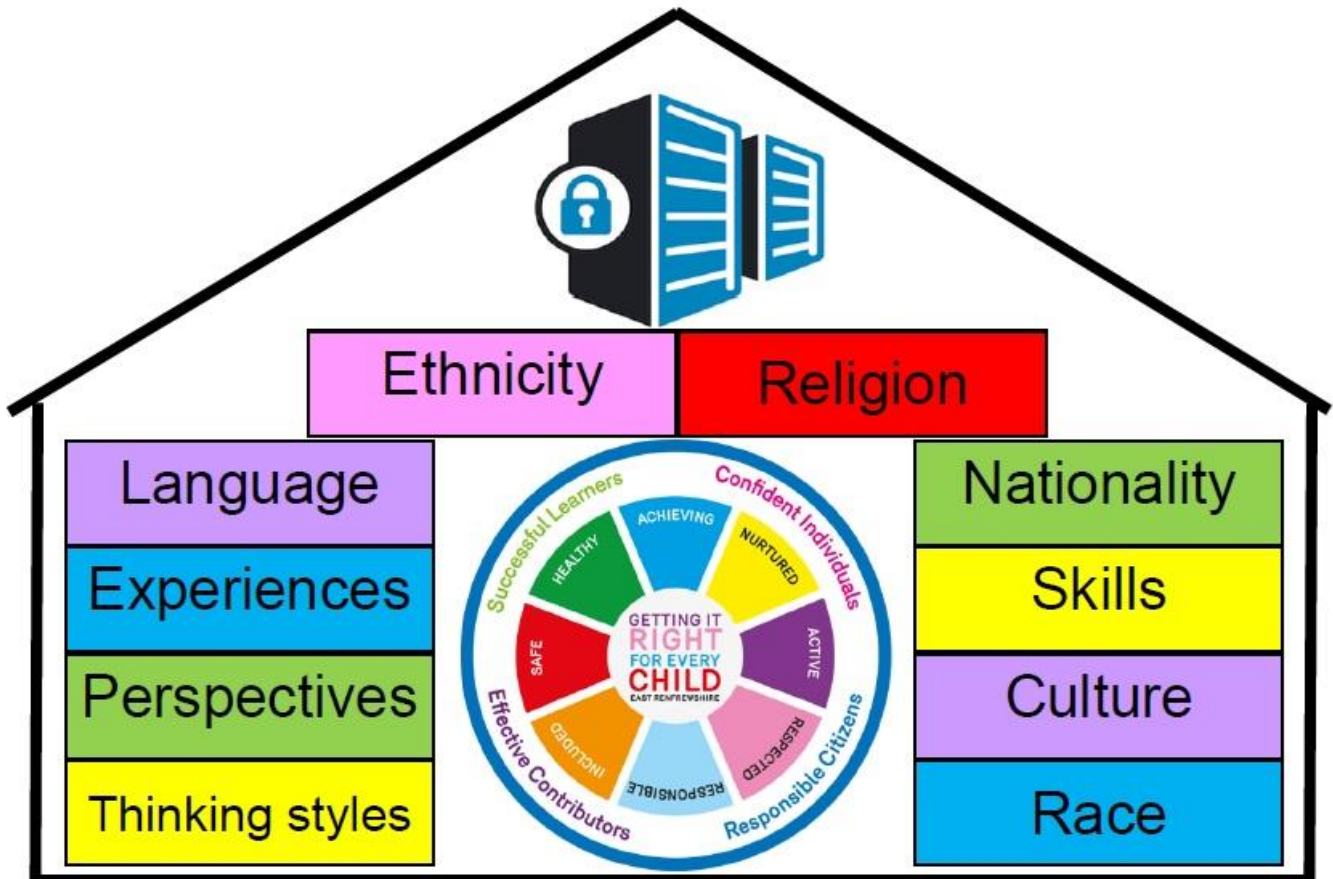
Key Priorities for improvement planning 2017-18

School Improvement Plan 2017-18	
Leadership of change	1.3
Strategic changes	
Learning, teaching and assessment	2.3
Skills for learning, life and work	
Impact of tutoring on learners	
Ensuring wellbeing, equity and inclusion	3.1
Mental Health First Aid	
Equality and Diversity	
Balance of staff experience	
Data Protection	
Raising attainment and achievement	3.2
Balance of pupil experiences within the total curriculum	

School Improvement Plan 2017/18

Headlines

1. Celebrating diversity
2. Keeping pupils safe
3. Promoting wellbeing for all
4. Protecting data



Appendix 1 - The School

Year Group	Boarding Pupils	Day Pupils	Total	Average Set Size
J4	1	9	10	10
J5	1	10	11	11
I	2	13	15	15
II	7	14	21	11
III	11	24	35	12
IV	44	27	71	15
Shell	48	15	63	16
V	58	19	77	15
LVI	58	12	70	10
UVI	70	11	81	10

Appendix 2 - Academic Results

GCSE Results

Subject	No. of Candidates	A*	A	B	C	D	E	F/G/U	Pass Rate A*-C
		(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)
Arabic	1	1 100%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	100%
Art	15	4 27%	4 27%	4 27%	1 7%	1 7%	1 7%	0 0%	87%
Biology	40	17 43%	6 15%	11 28%	4 10%	1 3%	1 3%	0 0%	95%
Chemistry	50	25 50%	8 16%	9 18%	4 8%	2 4%	1 2%	1 2%	92%
Chinese	17	13 76%	2 12%	2 12%	0 0%	0 0%	0 0%	0 0%	100%
Computing	7	0 0%	1 14%	5 71%	1 14%	0 0%	0 0%	0 0%	100%
D&T	26	1 4%	11 42%	6 23%	5 19%	1 4%	2 8%	0 0%	88%
Electronics	13	4 31%	2 15%	6 46%	0 0%	1 8%	0 0%	0 0%	92%
English Language	71	22 31%	32 45%	13 18%	4 6%	0 0%	0 0%	0 0%	100%
English Literature	63	28 44%	25 40%	9 14%	1 2%	0 0%	0 0%	0 0%	100%
ESOL	4	0 0%	1 25%	1 25%	2 50%	0 0%	0 0%	0 0%	100%
French	10	6 60%	3 30%	1 10%	0 0%	0 0%	0 0%	0 0%	100%
Geography	41	10 24%	11 27%	14 34%	3 7%	3 7%	0 0%	0 0%	93%
German	12	5 42%	1 8%	4 33%	1 8%	1 8%	0 0%	0 0%	92%
Greek	2	1 50%	1 50%	0 0%	0 0%	0 0%	0 0%	0 0%	100%
History	41	11 27%	12 29%	11 27%	7 17%	0 0%	0 0%	0 0%	100%
ICT	6	0 0%	2 33%	2 33%	1 17%	0 0%	1 17%	0 0%	83%
Latin	10	9 90%	1 10%	0 0%	0 0%	0 0%	0 0%	0 0%	100%
Mathematics	75	24 32%	16 21%	11 15%	22 29%	2 3%	0 0%	0 0%	97%
Physical Education	13	0 0%	1 8%	5 38%	6 46%	1 8%	0 0%	0 0%	92%
Physics	40	23 58%	8 20%	4 10%	2 5%	2 5%	0 0%	1 3%	93%
Russian	7	7 100%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	100%
Science (DA)	24	3 7%	6 13%	10 22%	10 22%	5 11%	2 4%	9 20%	64%
Spanish	20	14 70%	4 20%	1 5%	0 0%	1 5%	0 0%	0 0%	95%

Total Papers Taken:

A* Grades	228	36%	
A*+ A Grades	386	61%	2 pupils obtained 10 A* and A
B Grades	129	21%	16 pupils obtained 9 A* and A
C Grades	74	12%	3 pupils obtained 8 A* and A
D Grades	21	3%	6 pupils obtained 7 A* and A
E Grades	8	1%	
F Grades	11	2%	

A* +A +B Grades	515	82%
Pass Rate (A*-C)	589	94%

A Level Results

Subject	No. of	A*	A	B	C	D	E	Fail	Pass Rate
	A-level	(%)	(%)	(%)	(%)	(%)	(%)	(%)	A-E
	Candidates								(%)
Art	9	0	3	1	3	2	0	0	9
		0%	33%	11%	33%	22%	0%	0%	100%
Biology	17	1	4	3	7	1	1	0	17
		6%	24%	18%	41%	6%	6%	0%	100%
Classical Civilisation	2	0	1	1	0	0	0	0	2
		0%	50%	50%	0%	0%	0%	0%	100%
Chemistry	28	1	3	8	6	3	6	1	27
		4%	11%	29%	21%	11%	21%	4%	96%
Chinese	9	0	7	2	0	0	0	0	9
		0%	78%	22%	0%	0%	0%	0%	100%
D & T Product Design	2	0	0	1	1	0	0	0	2
		0%	0%	50%	50%	0%	0%	0%	100%
Economics	14	2	6	4	2	0	0	0	14
		14%	43%	29%	14%	0%	0%	0%	100%
Electronics	3	0	3	0	0	0	0	0	3
		0%	100%	0%	0%	0%	0%	0%	100%
English Literature	25	4	6	9	6	0	0	0	25
		16%	24%	36%	24%	0%	0%	0%	100%
French	3	0	1	2	0	0	0	0	3
		0%	33%	67%	0%	0%	0%	0%	100%
Further Maths	13	5	5	2	1	0	0	0	13
		38%	38%	15%	8%	0%	0%	0%	100%
Geography	11	2	2	5	1	1	0	0	11
		18%	18%	45%	9%	9%	0%	0%	100%
German	3	0	1	2	0	0	0	0	3
		0%	33%	67%	0%	0%	0%	0%	100%
Government and Politics	11	2	1	6	0	1	1	0	11
		18%	9%	55%	0%	9%	9%	0%	100%
History	17	6	4	4	2	1	0	0	17
		35%	24%	24%	12%	6%	0%	0%	100%
ICT	1	0	0	0	0	1	0	0	1
		0%	0%	0%	0%	100%	0%	0%	100%
Latin	2	1	1	0	0	0	0	0	2
		50%	50%	0%	0%	0%	0%	0%	100%
Mathematics	33	13	9	6	1	2	2	0	33
		39%	27%	18%	3%	6%	6%	0%	100%
Physics	15	2	4	5	2	2	0	0	15
		13%	27%	33%	13%	13%	0%	0%	100%
Physical Education	6	1	2	2	1	0	0	0	6
		17%	33%	33%	17%	0%	0%	0%	100%
Religious Studies	5	2	1	1	1	0	0	0	5
		40%	20%	20%	20%	0%	0%	0%	100%
Russian	5	4	1	0	0	0	0	0	5
Spanish	4	0	2	2	0	0	0	0	4
		0%	50%	50%	0%	0%	0%	0%	100%

Advanced Higher Results – Upper Sixth

Subject	No. of	A	B	C	D	No Award	Pass Rate
	Candidates	(%)	(%)	(%)	%	%	A - C (%)
Mandarin	2	2		0	0	0	2
		100%	0%	0%	0%	0%	100%
Music	1	0	1	0	0	0	1
		0%	100%	0%	0%	0%	100%

Higher Results – Upper Sixth

Subject	No. of Candidates	A (%)	B (%)	C (%)	D %	No Award %	Pass Rate A - C (%)
Biology	4	3	1	0	0	0	4
		75%	25%	0%	0%	0%	100%
Chemistry	4	3	1	0	0	0	4
		75%	25%	0%	0%	0%	100%
Physics	2	0	1	1	0	0	2
		0%	50%	50%	0%	0%	100%
Economics	5	3	2	0	0	0	5
		60%	40%	0%	0%	0%	100%
Mathematics	4	1	2	1	0	0	4
		25%	50%	25%	0%	0%	100%
PE	2	1	1	0	0	0	2
		50%	50%	0%	0%	0%	100%

SQA Results achieved by Lower Sixth Pupils

Subject	Pupils	A	B	C	D	No Award	A - C %
Higher Mandarin	5	5	0	0	0	0	100%
Higher Music	2	2	0	0	0	0	100%

Appendix 3 - Academic Highlights

- New courses in A Level and GCSE have been developed and successfully implemented due to the change in the Linear A Level.
- The School has committed to the Professional Development of Staff in the use of the iPad in Learning and Teaching.
- Academic Trips were delivered to support:

Chemistry	Physics
Geography	History
Politics	Mathematics
Art	Classics
Economics	
- The annual Maths Fun Day was extremely successful attracting pupils from many local schools and also from further afield.
- Results in the UK Maths Challenges: Senior – 13 Gold, 14 Silver, 9 Bronze, three students qualified for the Senior Olympiad and nine students for the Senior Kangaroo paper; Intermediate – 13 Gold, 16 Silver, 17 Bronze, one student qualified for the Intermediate Olympiad and nine students for the European Kangaroo papers; Junior – 8 Gold, 11 Silver, 11 Bronze, two students qualified for the Junior Olympiad and three students qualified for the Junior Kangaroo paper.
- A team of four Sixth Form students and a team of four Middle Year students took part in the Regional Final (Edinburgh) of the Senior Team Maths Challenge and of the Team Maths Challenge, respectively.
- An Art Student gained a Scholarship to The Savannah School of Art & Design in Georgia.
- The Classics Department achieved a Certificate of Merit in Gilbert Murray Essay competition and participated in the European Festival of Latin and Greek.
- The economics students achieved second place in the Target 2.0 Competition.
- 100% of I-III Form pupils achieved Merit-Distinction grades in their ESB exams; 41 boys (55%) achieved distinction; 88% Distinction/Merit Plus.

Library

- Four 'Bag-a-Book' bookfairs held over the course of the year: a total of 622 books bought by pupils.
- Author visits by Steve Cole, Malcolm McNeill, Maz Evans and M. G. Leonard.
- A Roald Dahl's 100th Birthday celebration ,a Bronte Bicentenary Evening led by members of the English Department and a celebration of twenty years of Harry Potter.
- 2016-17 statistics: 1432 books borrowed (2015-16 1994); 366 new accessions to stock (2015-16: 253); pupil usage (excluding class visits) 2016-17 1654 day / 428 prep (2015-16 3694 day /256 prep) Total number of titles in the collection: 17,573 (as at 30th June 2017).
- Five book groups now operating: Upper Sixth, Shell, Fourth Form, Junior School Group with pupils from Pringle and a First Form Book Group led by two senior pupils. Each group read five novels over the course of the year.

Careers

- Merchiston Careers Convention brought 25 different businesses to meet with over 200 pupils plus visitors from other schools.
- The mapping of opportunities to develop Skills for Learning, Life, and Work across the academic departments was completed.
- A set of descriptors was produced for each skill at each stage for use in self-evaluation in tutorials, which included a focus on Skills for Learning, Life, and Work.
- All Fifth Form pupils had one to one interviews in the Autumn Term, focused on investigating career ideas and subject interests.
- Third Form pupils took part in a "Careers Week", which included visiting speakers and engagement with a careers and skills profiling tool.
- Careers Cafes were focused on recorded areas of interest, including fund management, gap years, the film and entertainment industry, chiropractic, and medicine (specifically General Practice).

Appendix 4 - Pupil Support

- The Pupil Support Leadership Team was set up, consisting of the Deputy Head Pupil Support (Alan Johnston), two Assistant Heads Pupil Support (Irene Stewart and Bryan Campbell, who was seconded from Trinity Academy for two terms) and the Senior Deputy Head (Peter Hall). Posters showing the photos and contact details of the Pupil Support Leadership Team are in every House.
- This team meets weekly, with the Chaplain (Nick Blair) attending for at least part of the meeting, and all members of the team attend Housemaster meetings.
- The Headmaster has delegated responsibility of the Named Person role to the members of the Pupil Support Leadership Team, as follows: Juniors – Peter Hall, Middle Years – Alan Johnston and Bryan Campbell, Sixth Form – Irene Stewart.
- Housemasters meet once per timetabled cycle with their Delegated Named Person.
- Members of the Pupil Support Leadership Team built up very good relationships with pupils and staff through regular visits to their respective boarding Houses.
- A Pupil Support Staged Intervention Model was drawn up to show how the stages of support work within the School.

Medical Centre

- There were 8,577 consultations and 2,242 drop ins.
- 102 staff were supported with minor injuries or ailments, 72 staff flu vaccines were administered and 77 boys spent time in our bedded area.
- Mrs Kate Watson joined the team in February 2017 as School Nurse.
- Mrs Aleksandra Szyzckiakiewicz-Briggs (Ola) became our new on site Physio Physiotherapist.
- All staff who work in the medical team have undertaken the National Sports First Aid Course (NSFA).
- All staff updated on use of Epipen, inhalers and CPR by the medical team.
- We have continued to work alongside the NHS Community Vaccination Team to deliver the school immunisation programme. (Nasal Flu, MMR, Meningitis ACWY and Diphtheria, polio and tetanus).
- The School has remained free from any Norovirus outbreaks again this year as we continually strive to promote a high standard of hygiene and reinforce the importance of hand washing to the pupils.

Chaplaincy

- Open House format on Sunday night was attended by more than 400 in the course of the year.
- Twice a term introduction of “Focus on Faith Slot” in Assembly looking at World Religions - very well received.
- Voluntary “Lent Term Thoughts” programme, requested by over 100 Pupils and Staff.
- There were 24 Chapel Services over the year; 13 of the Services had a visiting preacher.
- Weekly Senior and Junior Christian Union Programme is running successfully.

Support for Learning and English as an Additional Language (EAL)

- Our Support for Learning pupils gained the following results in GCSE/IGCSE exams:
English Language – 100% A*-C; 65% A*/A
Maths – 88% A* - C
English Literature – 100% A* - C; 76% A*/A
Overall they achieved 10 A*, 35 A, 32 B and 30 C grades
- Junior School pupils are making very good use of the three Drop-in sessions available to them in Support for Learning.
- Typing programmes are being used by Support for Learning pupils to enable them to make best use of their iPads for extended written work.
- Interviews are being held over Skype with prospective English as an Additional Language (EAL) pupils to enable us to make accurate assessments of ability.

Appendix 5 – Co-Curricular

Sport

- 16 sports, 539 Fixtures, 73 different teams, 89% of the boys played/competed in at least one fixture.

Rugby

- Scottish Rugby Red Conference winners - 2016-17
- Merchiston 7s winners - 1st VII/U16
- Goldenacre 7s winners - U16s
- Loretto 7s winners - D1
- C1s - Unbeaten season
- 12 boys recognised at International level - U19/U17/U16

Cricket

- Over 100 fixtures played
- U15 National T20 Champions 2016 and 2017
- U18 National T20 Runners Up
- U15/U17 and U19 boys selected at national and County level

Athletics

- O17 4 x 400m Scottish Schools winners.
- 5 Gold medals at the Scottish Schools Championships
- 12 medals won at the Edinburgh Schools Championships including gold in the Javelin, 400m and High Jump.
- HMC North of England Athletics Championships - Junior Team Winners

Tennis

- 2nd Place at ISF World Schools Championships
- U15 UK National Champions
- U13 UK Nationals- 3rd Place
- U13, U15 and U18 Scottish Schools Champions
- 423 events, 49 titles won and 34 finalists

Golf

- No 1 ranked Junior School 2016-17
- U15s Scottish Open team winners
- Merchiston U18 team finished in 12th at UK National Finals
- 2016 ISGA Scottish foursomes Winners - U18
- Boys selected at County and National level.

Combined Cadet Force

- 31 boys and 39 girls attended CCF Summer Camp at Barry Buddon
- 1 boy attended the Cadet Leadership Course.
- 1 boy attended a Joint Service sailing course for Cadets and Injured Soldiers.

Duke of Edinburgh

- 10 completed Bronze award
- 6 completed silver award
- 8 completed gold award since last year

Drama

- Two joint productions were undertaken with St George's School for Girls, involving boys from Shell – Upper Sixth Form.
- One full-scale musical production was undertaken with Merchiston boys, involving Forms I-III.
- The titles of the shows were: The Importance of Being Earnest, Little Shop of Horrors, Jungle Book

Appendix 6 – Admissions, External Relations and Development

Admissions

The School year started with a roll of 454 in September 2016. Throughout the academic year 2016/2017 a further 12 full-time pupils were recruited.

External Relations

- Our enquiry quality indicators eg % conversion to registration fee paid, % conversion to attend an event/tour/taster, and crucially, % conversion to current pupil status indicate an improvement and the cohort of 2016/17 enquiries look set to outperform the last few year's figures.
- The School increased its social media profile and this has resulted in a 'session via social referral' increase of just over 50% compared to 2015/16.
- A digital agency review took place in Summer Term 2017 and Union Digital's contract was renewed until December 2017.
- The number of new website users recorded in 2016/17 indicates an increase of 7% compared to 2015/16.
- The website team continue to drive forward further improvements to the website, ultimately aiming to improve site performance.
- Analysis of Scottish Council of Independent Schools 2016-17 figures appear to indicate that we have the largest market share of boys boarding in Scotland.

Friendraising/Fundraising

- The fundraising appeal launched in 2015 successfully delivered the first phase of our planned sports developments with a new general purpose artificial sports pitch opening in August 2016. As we move onto developing a multi-use sports complex, we are also working with other local sports clubs to deliver a platform for widening the School's charitable base with proposed coaching for local school pupils and the wider community.
- Annual sports activity camps delivered in the Easter and Summer holidays with a range of general and dedicated sports programmes open to boys and girls from 6 to 16.

Appendix 7 – Maintenance

Maintenance

- New door security system.
- New carpets in the main building, Chalmers West.
- Development of new showers in Chalmers West and Pringle.
- Painting and development of Day Boy facilities in Chalmers West and Chalmers East.
- Roof repairs in Pringle.
- Additional lighting to the driveway.
- New CCTV cameras.
- Decoration of the boarding houses and teaching areas.
- Tarmac laid in the Stables.
- Replacement of equipment in the Laidlaw Gym.