

Raising a Concern, Making a Complaint or Complimenting Our Work

As a school we pride ourselves in our high standards. However, like any organisation we do sometimes get things wrong. When that happens it is better for us to hear your views so we can get it right the next time. Sometimes the concern might be down to a misunderstanding, but again it is better to resolve these as soon as possible.

Our school website provides a guide to what is happening and what to expect at Broughton High School.

The Education Scotland website provides information about our school related to school inspections. It is also possible to obtain statistical data about the attainment performance of the school. The following web page provides useful links: <http://www.educationscotland.gov.uk/scottishschoolsonline/schools/broughtonhighschooledinburghcity.asp>

If you have explored these options to find an answer but still wish to speak to someone, please consider the following:

If you wish to make a general enquiry about the course or programme of work in any part of the school, you should contact the Curriculum Leader for the subject in question. Mentioning the subject to the school receptionist should result in your being directed to the correct person.

Contacting the School to raise a concern, a complaint or to compliment us - full information here:

Please note:

If you wish to speak to a specific member of staff please bear in mind that almost all staff have a teaching timetable and cannot leave their class unattended.

Please also bear in mind that if the member of staff is in a meeting with pupils, parents or colleagues it would not be good practice to interrupt that to take a phone call.

Should you wish to leave a message for a specific member of staff please ask reception to send an email with your contact information.

Finally, staff also need to follow-up on decisions and agreements that arise from dialogue with pupils and parents and must set time aside to do this. With over a thousand pupils in the school and fewer than eighty teachers, our staff work exceptionally hard to respond our pupils' needs.

You can contact Broughton High by:

Further information on behaviours relating to contact with City of Edinburgh staff is available here:

http://www.broughton.edin.sch.uk/images/1_1_Unacceptable_Actions_and_Behaviours_Policy_v06_doc.pdf

With regard to course choice or with regard to social and pastoral aspects of schooling the best person to contact in the first instance would either be your child's Pupil Support Leader / Guidance teacher or the Depute Headteacher with overall responsibility for pastoral care.

If you have concerns about the direction or overall quality of the curriculum being offered at the school, please contact the Depute Headteacher with responsibility for the curriculum.

If you have an enquiry or concern about school attainment or the quality assurance processes that we have in our school, please refer to the Depute Headteacher with that remit.

In addition to 'traditional' aspects of education we at Broughton are privileged and proud to offer three specialist schools within our school.

The Edinburgh Music School is overseen by its own Director who would be able to respond to enquiries specifically related to experiences in the EMS. However as the Music School is very much a part of Broughton High School, other enquiries can be made through the channels stated above.

The Broughton Dance Academy is overseen by a Curriculum Leader and that person would have the subject expertise and in-depth knowledge of the dancers to be able to respond to most enquiries. Again, general enquiries about progress throughout the curriculum would go through the channels indicated above.

We are also one of only seven Scottish Football Association Elite Performance Football Schools in the country. A specialist SFA coach takes the footballer through a very high quality programme and this person has the specific subject knowledge to respond to enquiries or concerns related to the programme. Other than that, again asking to speak to the staff mentioned above would be the best option.

If you have a concern about malpractice or lack of professionalism from any member of staff in the school, please contact the Headteacher through the school switchboard. If the Headteacher is not available it is helpful if you leave your contact details and a short message about your enquiry. There is a standard expected from all teachers in our country, and the summary version of that professional standard is set out in Appendix 1, below. The Headteacher will also respond to enquiries, concerns or complaints which need to be escalated.

If you are unhappy with us, please let us know in the first instance. If you are happy with us, tell us but tell as many other people as you can.

Mr John J Wilson
Headteacher
Broughton High School

Appendix 1

Elements of the Standard

The elements of the professional standard are intended to clarify and illustrate, particularly to new teachers and those advising, supporting or reviewing them, what needs to be achieved. They also provide a baseline professional standard which applies to all teachers throughout their careers

Aspect of Professional Development	The Professional Standard
1.0 Curriculum	<p>1.1.1 Registered teachers have detailed knowledge and understanding of the relevant areas of the pre-school, primary or secondary school curriculum.</p> <p>1.1.2 Registered teachers have sufficient knowledge and understanding to fulfil their responsibilities for cross-curricular themes including citizenship, creativity, enterprising attitudes, literacy and numeracy; personal, social and health education; and ICT. (As appropriate to the sector and stage of development.)</p> <p>1.1.3 Registered teachers demonstrate the knowledge and understanding to enable them to plan coherent and progressive teaching programmes, and justify what they teach.</p> <p>1.1.4 Registered teachers understand the nature of the curriculum and its development.</p>
1.2 Education Systems and Professional Responsibilities	<p>1.2.1 Registered teachers have a broad, critical understanding of the principal features of the education system, educational policy and practice, and of their part in it.</p> <p>1.2.2 Registered teachers have detailed working knowledge of their sector, of the school(s) in which they teach, and of their professional responsibilities within them.</p>
1.3 Principles and Perspectives	<p>1.3.1 Registered teachers articulate their professional values and practices and relate them to theoretical principles and perspectives.</p> <p>1.3.2 Registered teachers have research-based knowledge relating to learning and teaching and a critical appreciation of the contribution of research to education in general.</p>
2.0 Teaching and Learning	<p>2.1.1 Registered teachers are able to plan coherent, progressive and stimulating teaching programmes which match their pupils' needs and abilities, and they can justify what they teach.</p>

	<p>2.1.2 Registered teachers communicate clearly making skilful use of a variety of media, and interact productively with pupils, individually and collectively.</p> <p>2.1.3 Registered teachers use a range of teaching strategies and resources which they can evaluate and justify in terms of curriculum requirements and of the needs and abilities of their pupils.</p> <p>2.1.4 Registered teachers set and maintain expectations and pace of work for all pupils.</p> <p>2.1.5 Registered teachers work co-operatively with other professionals, staff and parents.</p>
2.2 Classroom Organisation and Management	<p>2.2.1 Registered teachers organise and manage classes and resources to achieve safe, orderly and purposeful activity.</p> <p>2.2.2 Registered teachers manage pupil behaviour and classroom incidents fairly, sensitively and consistently, making sensible use of rewards and sanctions, and seeking and using the advice of colleagues when necessary.</p>
2.3 Assessment of Pupils	<p>2.3.1 Registered teachers understand and apply the principles of assessment, recording and reporting.</p> <p>2.3.2 Registered teachers use the results of assessment to evaluate and improve their teaching, and the learning and attainment of the children they teach.</p>
2.4 Professional Reflection and Communication	<p>2.4.1 Registered teachers learn from their experience of practice and from critical evaluation of relevant literature in their professional development.</p> <p>2.4.2 Registered teachers convey an understanding of practice and general educational matters in their professional dialogue and communication.</p> <p>2.4.3 Registered teachers reflect on and act to improve their own professional practice, contribute to their own professional development, and engage in the process of curriculum development.</p>
3.0 Professional Values and Personal Commitment	<p>3.1 Registered teachers show in their day-to-day practice a commitment to social justice, inclusion and caring for and protecting children.</p> <p>3.2 Registered teachers take responsibility for their professional learning and development.</p> <p>3.3 Registered teachers value, respect and are active partners in the communities in which they work.</p>