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THE CITY OF EDINBURGH COUNCIL

CHILDREN AND FAMILIES

Standards, Quality and Improvement Plan for Broughton High School



Founded 1899

Broughton High School

Standards and Quality of session 2015-16 and Improvement Plan for session 2016-17

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Standards and Quality Report

1. The school in context

Broughton High school is a large Secondary school located to the north of the city centre. Due to our very diverse students cohort we have been described as 'possibly the most comprehensive school in Western Europe.' Our school building is a superb example of modern architecture: its appearance inspires those who learn and work here, and it operates very effectively as a learning environment. We boast state of the art facilities to enhance learning throughout the curriculum and are pleased that these facilities are used extensively by the local community outside school hours.

Broughton fully integrates three specialist provisions into the life and work of the school. The City of Edinburgh Music School, the SFA Elite Performance School and the Specialist Dance Unit contribute significantly to the status of Broughton as a centre of excellence.

We are a growing and improving school. Our school roll, standing currently at 1050, has grown as quickly as any in Edinburgh due to our enhanced reputation. Our attainment levels in many key measures are the best since records began in 2001. More of our students move on to positive destinations than ever before. Learning, ethos, partnership working and staff commitment are all at high levels and our pupils enjoy learning here and are proud to be part of the school.



2. School's self-evaluation

1.1 Improvements in performance

Standards of attainment over time	<p>Attainment in 2015 showed continued improvement from 2014.</p> <p>BGE - Learners are progressing well through the CfE levels as evidenced by the data in Seemis Tracking, Monitoring and Reporting. Learners show progress in both Literacy and Numeracy from the start of S1 into S2, reflected in improvements in the mean SAS values. We continue to have a significant percentage of pupils who are operating at low levels of literacy and numeracy in S2. We will continue to target these pupils with intervention programmes such as the SRA Reading Recovery programme which is in use with all pupils who have a Standardised Age Score below 85.</p> <p>S4 -There has been an improvement in the percentage of S4 pupils achieving 5 or more National 3 and 5 or more National 4 qualifications in 2015. This can be partly attributed to our 'Meaningful May' programme which targeted our N3/N4 students during exam leave and provided an opportunity to complete missing Course assessment. There has been a slight decrease in the percentage of pupils achieving 5 or more National 5 qualifications from 2014. However, this is negligible. This was our first cohort of students for whom we had CAT data. Comparison of the 2015 results to the CAT predictions shows that this cohort outperformed the CAT predictions in 5@5 and 5@4 showing value added.</p> <p>S5 - There has been a sustained improvement in performance in 1@6 and 3@6 over the past five years. This cohort sat a combination of old and new Highers and we had some concerns regarding the articulation of the National 5 and old Higher curricula. However, our pupils have not been disadvantaged and they have built on their successes in S4 to produce very good Higher results. The percentage of pupils achieving 5@6 matched our best performance in this measure in the history of the school.</p> <p>S6 - performed well in all measures. Notable achievements are the percentages of students leaving school at the end of S6 with 3 Highers, 5 Highers and 1 Advanced Higher.</p> <p>A comparison of our performance in the above measures to the City averages from 2010 - 2015 shows significant improvement in the performance of BHS pupils in these measures relative to that of the City. This has resulted in us closing the gap between ourselves and the CEC averages.</p> <p>Learner progress through the Senior Phase is effectively tracked through Seemis Tracking and Monitoring. This is supported by our TAPS programme through which learners discuss their progress and set targets with their class teachers.</p>
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	<p>The number of young people moving into employment, training or further education remains high. Students are systematically tracked to support all vulnerable groups.</p>
<p>Overall quality of learners' achievement</p>	<p>Young people's achievements are accredited through a wide range of qualifications. Learners have a wide range of opportunities to contribute to the broader life of the school and community. They value the choice of opportunities provided for them and staff responsiveness to extending provision at their request.</p> <p>They benefit from a wide range of clubs and activities beyond the classroom and the school day. These broaden their experiences and extend the many opportunities the school already provides for them to increase their confidence, citizenship and leadership skills.</p> <p>Young people at Broughton continue to excel locally and nationally with outstanding achievements in areas as diverse as: sports including Tae Kwon Do (national representation), Rock Climbing (international success) and Football (Under 13s Scottish Cup); volunteering including Youth Philanthropy and Amnesty International; arts and media success including EIFF awards, national TV and Film involvement.</p> <p>Broughton is the only school in Scotland to offer a Higher National Qualification in Dance. We are one of only five state funded specialist Music Schools. We are one of only seven SFA Elite football schools in Scotland. Our specialists are fully integrated into the life and work of the school, are supported through PSL structures and benefit from an adapted curriculum which meets individual needs as well as complying with local and national guidelines.</p> <p>Our learners are given two structured opportunities during the session through an extended registration to reflect on and record their wider achievements through the Targets and Achievements Personal Support programme.</p> <p>Wider Achievements are celebrated at an annual Celebration of Achievement event. This is complemented by an annual event to recognise and celebrate success in SQA qualifications.</p>
<p>Impact of the school improvement plan</p>	<p>Approaches to school self-evaluation coherent and are clearly linked to priorities set out in the annual school improvement plan.</p> <p>The School Improvement Groups take responsibility for leading action linked to priorities identified in the improvement plan. All teaching staff in the school participate in a SIG, enabling leadership to be distributed across the school.</p> <p>We have recently created leadership opportunities through the establishment of whole school leadership development posts. The work associated with these posts will be closely linked to the school improvement plan.</p>
<p>What are we going to do next?</p>	<ol style="list-style-type: none"> a. Review tracking and monitoring of progress through the BGE. b. Continue to close the attainment gap by expanding the attainment versus deprivation pilot programme. c. Develop tracking and monitoring of wider achievement. d. Review approaches to assessment within the Senior Phase.

2.1 - Learners' Experiences

<p>Learners are motivated, eager participants in their learning.</p>	<p>Throughout the school, teachers continue to provide high quality, well prepared learning experiences for our learners. Class visits by the SLT and CLs evidenced the varied and skilful use of active learning and formative assessment strategies by teachers and the consequent high level of student engagement. Excellent staff-student relationships continue to promote a positive ethos in classes and a willingness from students to participate in their learning. Students are particularly keen to contribute to class discussion, group work, peer assessment and co-operative learning. Class visits have promoted helpful discussions on learning and have identified individual areas for improvement. Collated feedback from the visits has identified whole school areas for improvement.</p> <p>Teachers use ICT in lessons to support and enhance learning. Learners use ICT independently to enhance their learning.</p>
<p>Learners make good progress in their learning.</p>	<p>Individual learners are making good progress in their learning, although some learners would find it helpful to have more frequent feedback. Students enjoy having one to one dialogue with their class teachers about their progress. In almost all lessons, cognisance is taken of prior learning through effective use of questioning and through the use of formative assessment strategies. Increasing use of self and peer assessment is helping students to identify their progress and strengths as learners. Across the school, teachers are providing individual feedback throughout activities, checking learning and providing individual help as required.</p> <p>The Senior Phase Targets and Achievements Personal Support (TAPS) programme continues to improve student awareness of their learning targets, providing twice yearly structured opportunities for students in S4/5/6 to engage in a meaningful dialogue with their class teachers about their progress. Through this discussion with their class teachers, students are developing an improved knowledge of the levels they are working at. In the majority of cases, they are aware of their progress in learning and are developing an increased responsibility for their own learning and achievement.</p> <p>In S3, students benefit from having a structured opportunity to review their learning and to discuss this with their class teachers as part of the updated S3 profiling/ TAPS process.</p>
<p>Learners know their views are sought and acted upon. They feel valued.</p>	<p>Feedback from learners through focus groups, Pupil Voice and weekly 'Broughton's Top Ten' discussions with HT along with direct observation during class visits indicate that almost all students can share their views confidently and most students feel listened to.</p> <p>Learners have a wide range of opportunities to contribute to the broader life of the school and community. They value the choice of opportunities provided for them and staff responsiveness to extending provision at their request. They benefit from a wide range of clubs and activities beyond the classroom and the school day. These broaden their experiences and extend the many opportunities the school already provides for them to increase their confidence, citizenship and leadership skills.</p> <p>Cooperative working between our students and those from our Cluster primaries enables primary students to share their views on their learning experiences in preparation for starting at Broughton.</p>
<p>Learners feel safe, nurtured, healthy, achieving, active, included, respected.</p>	<p>Across the school young people continue to benefit from positive relationships with staff. They feel respected, safe and well cared for and are proud of their school. There is a positive climate for learning. The school promotes an ethos of inclusion and respect.</p> <p>Our learners have a strong sense of identity with the school and take on increasing responsibility as they progress through it. Involvement in the life of the school and the wider community has enabled learners to develop skills and</p>

	personal attributes which are of great value to them, ultimately helping them to secure a positive destination. The wide and varied achievements of our learners help to increase their self-esteem, confidence and motivation.
What are we going to do next?	<ol style="list-style-type: none">a. Continue to support staff to develop their pedagogy through the 'Give and Get' peer sharing programme and the L&T CPD seminar programme.b. Ensure appropriate challenge for all learners through differentiation of tasks, activities and resources.c. Review approaches to the development of skills for learning, life and employability, literacy, numeracy and ICT with a view to developing a whole school skills strategy.d. Provide planned opportunities for meaningful learner dialogue to enable learners to reflect on their skills development as part of whole school skills strategy.e. Further develop consistent approaches to individual student target setting through the extension of the TAPS cards programme to include S1 –S3.

5.3 - Meeting Learning Needs

<p>Tasks, activities and resources</p>	<ul style="list-style-type: none"> • BGE has allowed a greater range of topics to be covered in a more student centred way. • BGE review identified a positive climate for learning in the school. Relationships between teachers and pupils are characterised by respect. Almost all young people were engaged in their learning almost all of the time. They collaborated well and enjoyed working in groups. • Teachers consistently used a very wide range of AifL strategies to promote learner engagement, including sharing learning intentions, peer and self-assessment, “show me” boards, random order questioning strategies. There was also effective use of plenaries. • The continued development of the SRA reading programme is supporting least able learners systematically. • The targeted dyslexia programme is proving successful with the target group. • Information about learners’ strengths and needs is accessible to all staff on the internal server and is updated and highlighted regularly. Staff have access to Strategy sheets and IEPs on SEEMIS and are involved in the establishing and updating of these in cooperation with SfL staff. These are used to inform support for students in classes and to target students for specific supports eg SRA, Nurture groups etc. • The inclusion Base has a pack of iPads to support learning, and additional resources are being sourced. • Supporting students sometimes means accessing city-wide resources and we currently have students attending Green Shoots programme, and the Youth Volunteer Project at the Citadel in Leith. • Factors such as the learning environment, family circumstances, health needs, disability, previous educational experience or social or emotional factors are shared as appropriate with staff and are used to inform decisions about supports eg LA support or class placements to provide optimum supports.
<p>Identification of learning needs</p>	<ul style="list-style-type: none"> • Use of standard assessment of Reading and Maths in P7 and S2 • CAT testing now used in S1 and S3 • S1 exit scores (SA) for reading are now used to inform reading support classes in S2 SRA • At risk pupils identified at p7 – S1 transition by SfL / Guidance • Guidance staff linked to individual primary schools supports early identification of needs • Positive Start group supports identified vulnerable children through p7 – S1 transition, and continues on into S1. This year five boys with identified behavioural problems will work towards a JASS award with external partners • MCMC tracking has developed into Positive Destinations tracking, and involves all students in order to ensure positive outcomes for all • Use of new Seemis 16+ page supports tracking

	<ul style="list-style-type: none"> • SfL staff provide a range of services to staff and IEPs contain appropriate targets for students; the new Inclusion Base supports a range of identified students, primarily from S1 – S4 • Nurture groups support target groups of vulnerable students, eg Lunch Clubs, run by Probationer teachers • LA(A)C students are recorded in SEEMIS and are tracked by PSLs. PSLs work closely with partner agencies through CPMs, Core Groups etc to ensure appropriate linked up support for Looked after Children. Attendance information is reviewed weekly with PSL/EWO and DHT to target and support students with attendance issues and concerns are shared with partner agencies in a timely manner. • Information shared with teaching staff is current and additional admin support has been established to Support SfLL in this area. Information about learners' strengths and interests have been incorporated into the curriculum with electives in IDL and the recent establishment of support groups for both boys and girls. • Primary School liaison (with catchment and non-catchment) starts in October enabling early identification of needs and effective transition. • LAC tracking is improving in liaison with social work
<p>The roles of teachers and specialist staff</p>	<ul style="list-style-type: none"> • Partnership working is a strength of the school and there are close links with Ed Psych, EAL, EWO, Police, SW, ASL Services and other associated, voluntary agencies. • Information is shared with both teaching staff and with agencies as to the responsibilities of all involved in how to best meet learners' needs. • 3 PSAs have been trained to deliver the Dyslexia programme. • Partners are clear as to who the school link (PSL) is for each student. • CPMs and reviews are an established part of the school week • Partner agencies, PSLs and the SfLL attend CPM's to identify appropriate support plans for students. • A programme of Youth Work support is currently being developed in order to support vulnerable students and / or those with identified SEBN. A referral format based on SHANARRI indicators is used – this links also with the referral system to the Inclusion Base. Youth Workers come from three local Community agencies – Spartans Football Academy, Pilton Youth Centre and Granton Youth Centre. They work with young people on a 1:1 basis, as well as within a group work setting. • SfL staff teach SRA corrective reading programme – this forms part of S1 English lessons for identified students. • All SfL staff teach a variety of subjects within the Inclusion Base, and develop literacy and social skills, as well as supporting catchup and homework

<p>Meeting and implementing the requirements of legislation</p>	<ul style="list-style-type: none"> • School staff are aware of their role in contributing to information held about learners through tracking and monitoring and regular review of IEPs. These are held in SEEMIS and are accessible to staff to inform support for students. Parents and students are involved in the planning process. • All staff have undertaken recent CP training and new staff identified through the induction process will have training in-house. Music school staff were recently updated as part of the last In-Service day plans • Training on GIRFEC has been updated as part of the Child Protection training. Staff are more familiar with the terminology used within GIRFEC, eg Young People's Planning Meetings (YPPM) and Wellbeing Concern form. • Staff are vigilant, and good at reporting concerns, using appropriate pro forma • Faculties are aware of the requirements of ASL planning, particularly with regard to Assessment Arrangements and work alongside SfL to ensure learner's needs are met
<p>What are we going to do next?</p>	<ul style="list-style-type: none"> • Create a systematic programme of Pupil trails for identified ASN students • Develop use of Insight to drill down into attainment data for identified groups of students, eg LAC / EAL/ minority groups/ highly able • Consolidate sharing of information with staff, in liaison with partner agencies – ensure clear procedures for all • Develop the role of the group tutor as the key adult through CPD activities and three planned extended tutor group sessions 15/16 • Work with PSL Developing Leadership team, PSLs and DHT Curriculum to develop a curricular programme for personal support for session 16/17 • Systematic progression of planning meetings in order to meet needs of all students via Pathway Support • Self-evaluation of Pathway support • Develop Youth Work programme of support, building on considerable positive impact of the pilot March – June 15 • Revisit behaviour policy, and review in line with CEC guidelines

5.1 The Curriculum

<p>The rationale and design of the curriculum</p>	<ul style="list-style-type: none"> • There is clear rationale for the curriculum which is built on a comprehensive set of aims. These include the key principles of curriculum design within CfE and focus on ensuring all young people learn and achieve to their potential. • The curriculum rationale has been clearly communicated to staff and parents in an accessible and engaging way and has been embedded in the design of the curriculum in each subject area. (The curriculum rationale was revised and shared with all staff, partners and students early in 2015. Staff matched the rationale for the curriculum with the programmes and courses delivered within their departments. Curriculum rationale posters demonstrating our key aims and values were designed and are displayed in all classrooms) • There is clear evidence, including from young people, that the curriculum is well-designed to meet the individual needs of a very diverse cohort that includes gifted specialists and notable numbers of young people with low levels of literacy. • Our communication with parents is a major strength. We are very effective in involving parents to help them understand how different curricular choices and pathways will affect their child. Parents value the information given to them to help their youngsters make learning choices and the explicit links between those choices and career pathways, for example, the S2 and S4 Curriculum Fair. Parents comment very positively on the breadth and depth of learning offered, particularly in S3. They feel that their children benefit from high levels of personalisation and choice.
<p>The development of the curriculum</p>	<ul style="list-style-type: none"> • We demonstrate commitment to regularly reviewing and refreshing the curriculum to better meet the needs of its diverse cohort of learners and ensure all progress to a positive destination. For example, in January 2015 there was a comprehensive evaluation of transitions and of the impact of review of BGE courses on learning and teaching. • We have undertaken a review of specialist provision and coverage of Es and Os with faculties identifying next steps. The review has included looking at practice in schools with similar provision. Follow up will involve exploring alternative approaches to ensuring all specialists get their BGE entitlement. A policy guideline to support this has been produced. • The extensive consultation and collaboration we undertake with all stakeholders are major strengths. Staff plan collaboratively with stakeholders in making curriculum change. They welcome this approach and feel they have a real role in shaping the curriculum. • Members of the curriculum School Improvement Group (SIG) commented that the group gives them the opportunity to think strategically and that they have a genuine and key leadership role in the development of the curriculum. CLs welcome the school's inclusive approach to curriculum development, the professional dialogue it generates and the opportunity to share practice. • We demonstrate very strong commitment to curriculum innovation and partnership working to meet the needs of all young people.

<p>Programmes and courses</p>	<ul style="list-style-type: none"> • At faculty level, there is a commitment to refreshing and redesigning programmes and courses, based on the principles of curriculum design, to better meet young people’s needs. For example in drama, courses had been adapted based on pupil feedback. • In the BGE, courses are planned using the Es and Os and there is a focus on developing the four capacities. Commendably, in some subjects, eg Modern Languages and English, the progressive development of skills, is explicit. • There is an increasing focus on developing employability skills. For example in Modern Languages, languages for life and work courses are offered in a number of languages and this skills- based employability focus has been extended to maths through the “give and get” sharing practice programme the school operates. • Programmes and courses, including IDL and electives, allow more personalisation and choice throughout the BGE. Staff and partners welcome opportunities and comment very positively about planning IDL courses collaboratively. • In the Senior Phase, our curriculum takes account of local circumstances and supports opportunities for creative community partnerships, for example, through Interdisciplinary learning, and our Elective and Citizenship programmes. It provides a high degree of personalisation and choice, reflecting our diverse range of learner interests, aspirations and needs. This year, we have students studying through the Career Ready, Academies, Edinburgh College and JET partnerships, and participating in OU, Scottish Baccalaureate awards.
<p>Transitions</p>	<ul style="list-style-type: none"> • Effective transition procedures support learners’ progression from P7 into the BGE (S1-S3), and from the Senior Phase into employment, higher education and training • The timeline for reporting and course choice is designed to make use of the most up-to-date reporting information to support student choices for progression. • All staff are involved in supporting students to make informed choices in their next phase of learning. • Positive destinations data indicates that the overall programme of learning for life and work has been effective • Increased opportunities for flexible progression pathways through college, University and JET plus partnerships, enhances the curriculum and enables more students to continue their post 16 education at school.

What are we going to do next?

- Review the provision of STEM across the curriculum and implement recommendations from the STEM strategy
- Develop a strategy for Creativity which challenges learners and enhances learning across all curriculum areas.
- Continue to implement the recommendations from the national and local 1 + 2 language initiative.
- Develop a relevant curricular programme for extended tutor group time (Key Adult) for implementation in 2016-17.
- Improve opportunities for real life and relevant contexts for learning in response the DSYW.
- Develop a whole school skills strategy which supports learners to reflect on their skills development including Literacy, Numeracy, ICT, Employability and HWB.
- Continue to develop IDL and Electives in S1 and S2 with a focus on skills planning and development
- Develop IDL into S3 with Project Narnia
- Continue to implement National Qualifications.
- Further develop flexible progression pathways to meet the diverse needs of learners in preparation for positive destinations and in response to DSYW.
- Review opportunities for IDL in the senior-phase and develop a proposal for 2016-17 session.
- Continue to develop the S4 May Programme to ensure a relevant and skills based programme for all participants.

1.1 Self-evaluation for self-improvement based on HGIOS?4

Collaborative approaches to self-evaluation	<ul style="list-style-type: none">• All staff are involved in self-evaluation. Our whole-school values and aims arise from professional dialogue (as well as with stakeholders) and we measure ourselves against these honestly and with increasing rigour.• All staff took part in an interactive (in-person and online) session in May 2015 looking closely at reference QIs and submitting their evaluation (1-6) based on HGIOS criteria. These QI values were the same as those that SLT had adjudged separately, indicating that staff across all levels were conscious of collective performance.• All teaching staff take part in SE of attainment outcomes within faculties and contributed to very high quality attainment reports submitted by CLs.• All teaching staff are involved in a SIG and contribute to the SE of their group's work towards the end of the session, which in turn feeds into their priorities for the following year.
Analysis and evaluation of intelligence and data	<ul style="list-style-type: none">• There is a strong culture of quality improvement and moderation of practice within Broughton HS. Our staff take advantage of the opportunities for external moderation through work with SQA and Education Scotland. Importantly, staff take part in two key opportunities for QI of classroom practice, one being a peer classroom observation programme which benefits both the observer and the observed.• The school gathers rich data on the progress of young people through sources including P7 standardised assessments, S1 and S3 GL CAT tests, SP prelim grades and SQA performance. Individual and year-group progress is gauged and this intelligence is used to set whole-school performance targets which are then shared with all staff to engender ownership.• Insight analysis is being supported through professional learning opportunities which have been targeted first at CLs and more recently made open to all staff.

	<ul style="list-style-type: none"> • A large number of staff take part in SQA processes as markers, verifiers and setters, totalling 32 different SQA subjects and levels. Their knowledge is brought back into the school at subject, faculty and whole school levels to drive improvement.
<p>Impact on learners' successes and achievements</p>	<ul style="list-style-type: none"> • Attainment at Broughton HS over the past 4 years has improved very significantly. One important contributory factor in this improvement has been our willingness to take an honest look at how we are doing and establish how much better our students could be doing. After years of lagging behind, our attainment has now caught up with and in some cases surpassed CEC averages. • The quality of pedagogy across the school has steadily improved, as evidenced by peer and line-manager observation notes. Pupils also speak enthusiastically of the quality of their learning experiences.
<p>What are we going to do next?</p>	<ul style="list-style-type: none"> • A robust and proportionate model of T&M through BGE would further strengthen our position as a school. This is somewhat hampered by parallel outputs from ES and CEC and a wide range of tracking approaches across the City. Whilst having only four Cluster primaries, Broughton HS takes S1 pupils from at least 25 Primary schools every year, and this obviously affects the manageability of collating data (which comes to us in a wide variety of forms) and the reliability of benchmarks. • We will be working towards SE based on HGIOS?4 during the course of session 15-16, further refining what we do in 2016-17 when HMIe will begin to utilise it during school inspections. HGIOS?4 will be introduced as the main SE reference to all staff during a Headteacher's briefing this year.

5. Summary of evaluations against key indicators

Evaluation key:

Level 6	Excellent	Outstanding or sector leading
Level 5	Very Good	Major strengths
Level 4	Good	Important strengths with areas for improvement
Level 3	Satisfactory	Strengths just outweigh weaknesses
Level 2	Weak	Important weaknesses
Level 1	Unsatisfactory	Major weaknesses

QI		Evaluation
1.1	Improvements in performance	4
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5.3	Meeting learners' needs	4
5.1	The curriculum	5
5.9 / (New 1.1)	Improvement through self-evaluation / (New Self-evaluation for self-improvement)	5

Key areas for school improvement

NIF Priority 1 – Improvement in attainment, particularly in literacy and numeracy.	QIs 1.1 Analysis and evaluation of intelligence and data 1.1 Impact on learners successes and achievements 2.3 Effective use of assessment 2.3 Planning, tracking and monitoring 2.6 Continuity and progression in learning 3.2 Attainment in literacy and numeracy 3.2 Attainment over time
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Priority 1a: Improve attainment and achievement for all, particularly in literacy and numeracy

Outcomes:

Develop approaches to the use of performance data to improve attainment and achievement for all.

Improve the average total tariff points of the lowest attaining 20% of learners.

Raise attainment for all at SCQF level 4, particularly in literacy and numeracy. Improve each measure by 3%, in line with Virtual Comparator.

Priority 1b: Review BGE Programmes and Courses

Outcomes:

Develop a consistent approach to using the Significant Aspects of Learning (Education Scotland, 2015)

Improved whole school procedures for tracking and reporting learner progress through the BGE, including wider achievement.

Priority 1c: Continue to provide consistent, high quality and active learning experiences which encourage learners to take responsibility for their own learning and progress and support them to develop independence as learners.

Outcomes:

Learners take increased responsibility for their own learning and progress.

Learners develop independence as learners

NIF Priority 2 - Closing the attainment gap between the most and least disadvantaged children.

QIs 1.1 Analysis and evaluation of intelligence and data
1.1 Impact on learners successes and achievements
1.5 Management of resources and environment for learning
2.4 Universal Support
2.5 Engaging families in learning
3.1 Inclusion and Equality
3.2 Equity for all learners

Priority 2a: Reduce the attainment and achievement gap between our most and least deprived learners.

Outcomes:

Provide equity for all learners.

Build sustainable partnerships with parents and partners.

Priority 2b: Implement a programme of Universal Support.

Outcomes:

All young people have the opportunity to discuss their learning with a key adult who knows them well.

Learners can articulate progression in their learning and their next steps.

NIF Priority 3 – Improvement in children and young people’s health and wellbeing

Overall responsibility L Stewart, working with HWB leadership and SIG(s)

QIs 1.5 Management of resources

2.1 Safeguarding and Child Protection

2.4 Personalised support

3.1 Inclusion and Equality

Priority 3a: Robust and systematic procedures to identify and support young people with Additional Support Needs and / or at risk

Outcomes: Staff are highly responsive to the circumstances and needs of at risk young people

Policies for pastoral care are clear, appropriate and implemented effectively

Priority 3b Provide high quality targeted support that enables all young people to achieve success

Outcomes: Effective strategies are in place for young people facing challenges, *including those with additional support needs, who are LAC, Young carers, or those from our most deprived areas*

Priority 3c: Ensure well-being, equality and Inclusion

Outcomes: All learners, *staff, parents and partners* feel included and involved in the life of the school

Staff promote a positive ethos, and relationships, resilience and mental well-being

Diversity is celebrated and discrimination challenged

NIF Priority 4 – Improvement in employability skills and sustained, positive school leaver destinations for all young people

QIs Leadership of Learning 1.2, 1.3, 1.4,
Learning Provision 2.2, 2.3, 2.4, 2.6, 2.7
Successes and Achievements 3.1, 3.2, 3.3

Priority 4a: Implement the Broughton Skills Framework in the BGE

Outcomes: Learners develop an understanding of transferable skills and can identify how to make progress.
Learners understand the importance of these skills to their future lives and to the world of work.

Priority 4b:: DYW: Provide increased opportunities for partnership working and learning in real life contexts as outlined in the entitlements and expectations of the Career Education Standard

Outcomes: Learners are better prepared for the world of work and make informed choices based on their skills, strengths and preferences.

Priority 5 – Leadership and Management of Staff. (Theme 2: Building and sustaining a professional staff team)

QIs Blue 1.4 (1.3, 1.2)
Orange 2.7
Green

Priority 5:

Outcomes: Leadership capacity and quality within our school staff will be improved to meet the growing educational demands.

Priority 6 – Engagement in HGIOS?4. Effective self-evaluation through use of source documentation and iAbacus digital tool

QIs Blue 1.1, 1.3, 1.4

Orange 2.2, 2.6, 2.7

Green 3.3

Priority 6:

Outcomes: All staff in school will become familiar with and effectively utilise i) NIF priorities ii) HGIOS?4 and iii) iAbacus digital SE tool.
