

## List of School Improvement Priorities for 2019-20, building on strong progress on 2018-19

### 1. Quality Indicator 1.3 Leadership of Change

Priority 1a	<b>QI 1.3 Theme 1:</b> 1.1 Continue to emphasise the school's key role in delivering equity and excellence through inclusive ethos, curriculum and L&T approaches.
Priority 1b	<b>QI 1.3, Theme 2:</b> 1.2 Strengthen the school's coaching approach at all levels 1.3 Build a system and timelines to ensure that all staff and partners are aware of the framework for success and the need for rigorous self-evaluation
Priority 1c	<b>QI 1.3, Theme 3:</b> 1.4 Continue to build leadership capacity through CLPL and recognised distributed responsibilities 1.5 Encourage further practitioner enquiry, primarily through partnership with SCEL

### 2. Quality Indicator 2.2: Curriculum (& Quality Indicator 3.3 Increasing Creativity and Employability)

Priority 2a	Our curriculum promotes equity and raises attainment for all learners
Priority 2b	Learning for sustainability is embedded across learning
Priority 2c	Provide a clear strategy for DYW across the curriculum S1-S6 Our curriculum has a strong focus on developing skills for life and work

### 3. Quality Indicator: 2.3 Learning, Teaching and Assessment

Priority 3a	<ul style="list-style-type: none"> <li>Continue to provide active learning experiences through which learners are encouraged to take responsibility for their own learning and progress. Particular areas of focus; AifL, learners leading learning and subject-based learner conversations.</li> </ul>
Priority 3b	<ul style="list-style-type: none"> <li>Provide appropriate pace, challenge and support for all learners through differentiation of tasks, activities and resources.</li> </ul>
Priority 3c and 3d	<ul style="list-style-type: none"> <li>Continue to develop a shared understanding of standards in the BGE at whole school and faculty levels.</li> <li>Develop our processes for tracking, monitoring the reporting on the progress of all learners</li> </ul>

### 4. Quality Indicator: 2.4 Universal and Targeted Support

Priority 4a	Continue to Improve Pedagogical Differentiation
Priority 4b	Improve Universal Support Programme – Structure and Impact. This will incorporate reviewing the Learner Conversations, utilising EdICT. This will cross-reference with support for well-being under QI 3.1
Priority 4c	Coordinate Targeted Intervention Programmes. These include, but are not limited to: <ul style="list-style-type: none"> <li>Broughton UP</li> <li>Broughton Achieve</li> <li>Boys' Groups</li> <li>Nurture Provision</li> <li>SRA</li> <li>The Heritage Group</li> <li>Specialist Provision</li> <li>Spartans, Youth 180</li> <li>S3 and S5 Leadership Groups</li> <li>Bro Enterprise</li> <li>The Chocolate Group</li> <li>ASDAN, JET</li> <li>Rural Skills</li> <li>The Botanics Group</li> </ul>
Priority 4d	Ensure that all young people with a disability, health issue or SEBN are provided with high quality targeted support

### 5. Quality Indicator(s) 3.1 Ensuring Wellbeing, Equity and Inclusion

Priority 5a:	Wellbeing: Nurture provision; Focused Assemblies; Relationships; Mental well-being; RRS Award
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Priority 5b:	Fulfilment of statutory duties: Introduce HGIOS (Pupil version) as a self-evaluation toolkit for Pupil Council.
Priority 5c:	Inclusion and equality: Equalities legislation; LGBT+ charter; ESOL; Parent Information Systems

**6. Quality Indicator(s): 3.2 Raising Attainment and Achievement**

Priority 6a	<ul style="list-style-type: none"> <li>Introduce a robust tracking and monitoring system and combine this with effective interventions to ensure all learners are progressing in line with their potential.</li> </ul>
Priority 6b	<ul style="list-style-type: none"> <li>Improve systems for tracking and monitoring progress and attainment of identified groups of learners; ASN, Young Carers, Care Experienced, EAL.</li> </ul>
Priority 6c	<ul style="list-style-type: none"> <li>Improve performance at SCQF level 6 in S5, to bring us in line with our VC.</li> </ul>
Priority 6d	<ul style="list-style-type: none"> <li>Continue to focus on closing the attainment gap between our most and least deprived learners.</li> </ul>

**Glossary:**

SLT: Senior Leadership Team (HT, DHTs, Director of Music School, Business Manager)  
 SCEL: Scottish College for Educational Leadership  
 CLPL: Continuous Lifelong Professional Learning  
 DYW: Developing the Young Workforce  
 AiFL: Assessment is for Learning  
 BGE: Broad General Education (S1-S3 in Secondary schools)  
 EdICT: Education ICT  
 Broughton UP: Broughton University Partnership  
 RRS: Rights Respecting Schools  
 SEBN: Social Emotional and Behavioural Needs  
 ESOL: English for Speakers of Other Languages  
 ASN: Additional Support Needs