

Standards, Quality and Improvement Plan

Boroughmuir High School 2017



Our Vision

To ensure a confident, nurturing & inclusive learning community where ALL achieve their true potential & embrace life's challenges

Standards and Quality Report for session: 2016 – 2017

Improvement Plan for session: 2017 - 2018

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Context Of The School

Boroughmuir High School is situated in the Bruntsfield /Viewforth area of south central Edinburgh. Providing comprehensive education for S1-S6 pupils, it is a co-educational and non-denominational secondary situated at the northern edge of its own catchment area. The school celebrated its Centenary in 2004. It has been on the current site since 1913. The pupils who attend the school come predominantly from the three associated Primaries: Buckstone, South Morningside, and Bruntsfield. Pupils also attend from out-with the catchment area through the Parents Charter.

The current pupil roll of the school is 1179.

S1 this year has an intake of 220.

There are 188 pupils in S5 and 164 in S6.

The current basic staffing is 82.5 FTE. The Senior Management Team consisted of the Head Teacher, three Depute Head Teachers, the Business Manager and an elected representative from the Curriculum Leaders.

Boroughmuir offers a wide range of curricular and extra-curricular provision. Up to eight National Qualifications are offered to S4 pupils. National 4/5, Higher and Advanced Higher courses are offered to S5/6 pupils. Moreover, access is available to neighbourhood provision at Firrhill, James Gillespie's, Liberton, St Thomas of Aquin's and Gracemount, and some senior pupils choose to attend courses run by Edinburgh College.

Pupils in S1-3 are following the broad general education (BGE). Pupils are exercising personalisation and choice at the end of S2 and are focusing on 8 subject areas that they wish to pursue into National qualifications in S4 and beyond.

The school is part of the WAVE 3 rebuild project and as a result in December 2010 the Scottish Government announced funding for a new Boroughmuir High School. Building is well underway and the new school is to be relocated 450 yards to the north of the existing site on the Fountainbridge site. The target date for delivery of the new school is January 2018.

Boroughmuir High School was awarded the accolade of Sunday Times State School of the Year in November 2012.

School Priority 1: Improvement in attainment, particularly in literacy and numeracy

NIF Priority

Improvement in attainment, particularly in literacy and numeracy

NIF Driver

**School improvement
Assessment of children's progress**

HGIOS4/HGIOELC QIs/Identified Themes

- 1.1 Analysis and evaluation of intelligence and data
- 1.2 Children and young people leading learning
- 1.3 Strategic planning for continuous improvement
- 2.3 Quality of teaching
- 2.3 Effective use of assessment
- 2.3 Planning, tracking and monitoring
- 3.2 Attainment in literacy and numeracy
- 3.2 Attainment over time

Progress and impact:

- All faculties identified numeracy & Literacy E&Os applicable to their subject area at level 3 and 4 and provide this information to numeracy coordinator. Greater clarity across school of responsibilities around literacy and numeracy
- Pupils and staff working towards clearer understanding of numeracy and literacy across curriculum via use of ICONS in all classes to highlight literacy, numeracy, HWB to pupils. Pupils aware of when these areas are being addressed in subject classes.
- Attainment across school is high inc. in literacy and numeracy. Nearly all pupils are attaining at an appropriate or better level. Good strategies and interventions supported by an active Learning and Teaching group are used across the school to maximise pupil attainment.

S1 – 3 Broad General Education (BGE) – 2017 Progress in Literacy & Numeracy at end of S3

	S3		S3			
	% Achieved (3 rd Secure and 4 th)		3 rd Secure		4 th Secure	
Boroughmuir HS	2015/16	2016/17	2015/16	2016/17	2015/16	2016/17
Numeracy	100.0%	100.0%	61.3%	0.0%	38.7%	84.8%
Listening and Talking	99.0%	99.5%	26.1%	4.0%	72.9%	78.8%
Reading	99.0%	99.5%	27.6%	3.5%	71.4%	77.3%
Writing	99.0%	99.0%	36.2%	78.3%	3.5%	3.5%

3rd Secure – expectation of pupil attainment by the end of S3

S4 – S6 - The Senior Phase - Key points from SQA National Qualification results 2017

	2014	2015	2016	2017	City Ave
By the end of S4					
5@ Level 3+	96	95	96	94	78
5@ Level 4+	93	94	96	94	71

5@ Level 5+	70	75	80	80	44
By the end of S5					
1@ Level 6+	76	81	86	89	59
3@ Level 6+	61	66	67	74	38
5@ Level 6+	34	36	37	50	19
By the end of S6					
1@ Level 6+	86	84	88	93	66
3@ Level 6+	71	70	75	75	47
5@ Level 6+	55	59	60	64	33
1@ Level 7+	46	38	45	53	24

*Level 3: National 3 pass, Level 4: National 4 pass; Level 5: National 5 grades 1-6;
Level 6: Higher at A-C; Level 7: Advanced Higher A-C*

Next Steps:

- Whole school approach to benchmarks in numeracy literacy, HWB via use of One note – pilot group 17/18
- Use of new National Testing for benchmarking
- Use of Registration periods for S1 and 2 to allow time for personal reading Mon-Thurs
- Further use of Validated Self Evaluation (VSE) in classroom practice to further improve teacher practice and pupil attainment
- Devolve VSE practices to departments for self-use.

School Priority 2: Closing the attainment gap between the most and least disadvantaged children and young people.

NIF Priority

Closing the attainment gap between the most and least disadvantaged children and young people.

NIF Driver

**School improvement
Assessment of children's progress**

HGIOS4/HGIOELC QIs/Identified Themes

1.3 Developing a shared vision, values and aims relevant to the school and its community

2.3 Quality of teaching

2.4 Targeted & universal support

2.4 Removal of potential barriers to learning

3.2 Equity for all learners

3.2 Attainment over time

Progress and impact:

- All pupils in SIMD 1- 3 are known to all staff and are being tracked across a number of indicators. Attainment and achievement is high for most pupils in this category.
- All departments are aware of their bottom 20% and have strategies in place to address under achievement. These strategies are being further developed and shared.

Next Steps:

- Appointment of PEF coordinator and champion in closing attainment gap for all groups of underachievers
- Assertive Mentoring of identified groups of pupils in SIMD 1-3 and lowest 20%
- Further develop whole staff awareness, involvement and expertise in improving the attainment and achievement of all pupils inc. those in SIMD 1-3

School Priority 3: Improvement in children and young people's health and wellbeing

NIF Priority

Improvement in children and young people's health and wellbeing

NIF Driver

School Improvement
Parental Engagement

HGIOS4/HGIOELC QIs/Identified Themes

- 1.1 Ensuring impact on learners' successes and achievements
- 1.2 Children and young people leading learning
- 1.3 Strategic planning for continuous improvement
- 2.1 Arrangements to ensure wellbeing
- 2.4 Targeted & universal support
- 2.3 Planning, tracking and monitoring
- 3.1 Wellbeing

Progress and impact:

- 'Fair for All' – raised awareness of supports and strategies for sustaining and promoting good physical and mental well-being. Pupils now know what supports there are in the school for them
- 'Turn Your Life Around' – for S4 in danger of risk taking behaviour. A powerful strategy to let youngsters see and hear from an ex-offender and is a strategy shown to have an immediate impact on pupils.
- 'The Teenage Brain' – training for parents delivered for 3rd time, extremely popular and well received. Parents feel better equipped to deal with their teenagers' behaviours.
- Dedicated HWB 1ppw in S1, HWB rota in S3/4 supporting HWB across the school. HWB is seen as central in all that we do in Boroughmuir.

Next Steps:

- Extend 'Turn Your Life Around' programme into other year groups (S3?)
- Implement new HWB and study programme in S5 including Mindfulness to support pupil HWB
- Core PE introduced into S5 as a result of parental requests to further support pupil HWB
- Use of Validated Self Evaluation(VSE) in appraising our GIRFEC model
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School Priority 4: Improvement in employability skills and sustained, positive school leaver destinations for all young people

NIF Priority

Improvement in employability skills and sustained, positive school leaver destinations for all young people

NIF Driver

School Improvement
Assessment of Children’s Progress

HGIOS4/HGIOELC QIs/Identified Themes

- 1.1 Analysis and evaluation of intelligence and data
- 1.3 Strategic planning for continuous improvement
- 2.2 Skills for learning, life and work
- 2.3 Quality of teaching
- 2.6 Collaborative planning and delivery
- 3.3 Increasing employability skills

Progress and impact:

- Increased input to pupils from SDS in highlighting employability skills. Pupil awareness much increased.
- Successful parental ‘Engage’ events organised by parent council highlighting employability skills - by employers
- Bring your parents to work days – inc. highlighting to our pupils skill sets of parents and employment journey
- Business and Computing engaged all S2 with My World of Work. Pupils motivated by whole experience
- Careers Blog promoting information around employment and training opportunities raising awareness of all pupils and parents
- STEM career event at National Museum of Scotland – all 200 S2. Pupils inspired by event and opportunities available in this field.

Next Steps:

- Creation of new DYE/ employability skills working group.
- Mapping skills across the BGE in context of all subject areas and IDL links
- Raising staff awareness and confidence in using My World of Work.(MWW)
- Appoint 8 MWW ambassadors in senior school
- Implement Programme of Parental volunteers to provide careers information
- Create alternative new pathways to meet needs of some pupils
- Developing skills in digital literacy in S1/S2/S5 via whole school programmes.

- New partnership with local business partner to provide input and support in employability agenda Dentsu Aegis
- Explore implementation of Youth Philanthropic Initiative (YPI) into junior and/or senior school
- Engage in Education Scotland /CEC review of Career Education Standard / Work Placement Standard (CES/WPS)

Summary of evaluations against key indicators (2017)

	Quality Indicator	School Self – Evaluation 2016 - 17	Inspection Evaluation (If during 2016-17)
	What is our capacity for continuous improvement?		
1.3	Leadership Of Change	5	
2.3	Learning, Teaching And Assessment	5	
3.1	Ensuring Wellbeing, Equity And Inclusion	5	
3.2	Raising Attainment And Achievement	5	
2.6	School's chosen QI - Transitions	6	
3.3	School's chosen QI – Increasing Creativity and Employability	4	

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

2016 – 2020 School Self Evaluation/Plan for QI Engagement

QI		2016 - 2017	2017 – 2018	2018 – 2019	2019 – 2020	Comments
1.1	Self-Evaluation for Self-Improvement		√			
1.2	Leadership of Learning					
1.3	Leadership of Change	√	√	√	√	
1.4	Leadership and Management of Staff					
1.5	Management of Resources To Promote Equity					
	Leadership And Management Overall					
2.1	Safeguarding and Child Protection					
2.2	Curriculum					
2.3	Learning, Teaching and Assessment	√	√	√	√	
2.4	Personalised Support					
2.5	Family Learning					
2.6	Transitions	√ (P7/S1)	√ (S5/6)			
2.7	Partnerships					
	Learning Provision Overall					
3.1	Ensuring Wellbeing, Equality and Inclusion	√	√	√	√	
3.2	Raising Attainment and Achievement	√	√	√	√	
3.3	Increasing Creativity and Employability		√			
	Successes and Achievements Overall					

Boroughmuir High School – Improvement Plan 2016/19

NIF - Priorities

NIF- Drivers

Measures of Success (HGIOS 4)

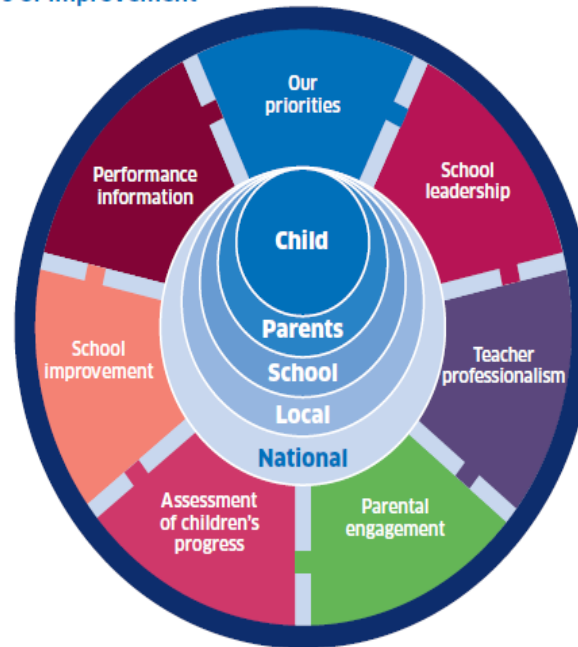
Key priorities of the National Improvement Framework

1. Improvement in attainment, particularly in literacy and numeracy;

+ 5. Other

school/faculty/department work

Key drivers of improvement



What is our capacity for improvement?		
Leadership and management	Learning provision	Successes and achievements
How good is our leadership and approach to improvement?	How good is the quality of the care and education we offer?	How good are we at ensuring the best possible outcomes for all our learners?
1.1 Self-evaluation for self-improvement 1.2 Leadership of learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity	2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnerships	3.1 Improving wellbeing, equality and inclusion 3.2 Raising attainment and achievement 3.3 Increasing creativity and employability

Faculty:-

_____ Our
**School Improvement
 Priorities 2016-19**

- Within each 'sub - priority' there is a box for depts/faculties to list tasks that will address that sub-priority.

- Some faculty tasks have already been included and a bullet point is provided for expansion if deemed necessary
- In each sub-priority there are also other bullet points at the bottom for additional faculty tasks.
- Within HGIOS 4 QIs 1.3, 2.3 & 3.2 are seen as 'key indicators' and must be included at least once. They are emboldened in black.

<p>NIF Priority 1 – Improvement in attainment, particularly in literacy and numeracy.</p>	<p>QIs 1.1 Analysis and evaluation of intelligence and data 1.2 Leadership of learning 2.2 Curriculum 2.3 Effective use of assessment 2.3 Planning, tracking and monitoring 3.2 Attainment in literacy and numeracy</p>
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Sub-Priority 1a: To raise attainment in numeracy

Outcomes: There will be improved attainment in numeracy at level 4.

All staff will have a shared understanding of the standard at level 3&4 numeracy.

Attainment in Level 4 and level 5 numeracy will be above virtual comparator

Tasks	NIF Key Driver	By Whom	Resources	Timescale	Impact	Quality Indicators that apply
<p>2016 All faculties to identify, highlight and address numeracy E&Os applicable to their subject area at level 3 and 4 and provide this information to numeracy coordinator</p>	<p>School improvement</p>	<p>CLs All faculty</p>	<p>Numeracy coordinator</p>	<p>By October 16</p>	<p>All pupils aware of numeracy input and relevance in each subject</p>	<p>2.2(2)</p>
<p>Numeracy coordinator to collate whole school coverage of E&Os and advise on gaps etc.</p>	<p>School improvement</p>	<p>Numeracy coordinator</p>	<p>Numeracy Coordinator network</p>	<p>By October 16</p>	<p>Whole School overview of numeracy coverage</p>	<p>2.2(2)</p>

All faculties where applicable contribute to raising attainment at level 4 in numeracy.	School improvement	All Faculty	Numeracy coordinator Teaching staff	ongoing	Attainment and confidence in numeracy improves	3.2(1)
2017 To assist all staff in engaging with the Numeracy Benchmarks	School improvement	Numeracy Coordinator and all staff	Numeracy Benchmark final draft plus school-produced guide	August 2017-June 2018	Pupils are made aware of their level of working and are more aware of Numeracy across the curriculum	
S1 and S2 Pupils to regularly update their Numeracy profile on ONENOTE through Digital Literacy programme and regular input at assemblies and register classes	School improvement	Numeracy Coordinator, Numeracy working group, register teachers	Numeracy Benchmark final draft plus school-produced guide, ONENOTE Numeracy page	S1 October 2017-June 2018 S2 August 2017-June 2018	Pupils can demonstrate Numeracy across the curriculum, record evidence and are aware of their working level.	
To display evidence on a Numeracy Noticeboard, demonstrating evidence across the curriculum	School improvement	Numeracy Coordinator, Numeracy working group,	S1 and S2 Numeracy ONENOTE page	Jan 2018 (dependent on building move)	Pupils can regularly see evidence of Numeracy across the curriculum and be more aware of the different Benchmarks through this.	
Dept/ Faculties Tasks to include -knowing the lowest 20% in maths • -use of standardised test scores in maths • - use of insight data on numeracy •	Assessment of children's progress					1.1(1) 1.1(2) 1.1(3)

<p>- use of other measures including professional judgement to properly assess pupil progress</p> <ul style="list-style-type: none"> • Pupils in each subject are aware of applicable numeracy inputs and E&Os and their success in them <p><u>Other</u></p> <ul style="list-style-type: none"> • • • • 						
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Sub-Priority 1b: To raise attainment in literacy

Outcomes: There will be improved attainment in literacy at level 4

All staff will have a shared understanding of the standard at level 3&4 literacy

Attainment in Level 4 and level 5 literacy will be above virtual comparator

Tasks	NIF Key Driver	By Whom	Resources	Timescale	Impact	Quality Indicators that apply
<p>2016 All faculties to identify, highlight and address literacy E&Os applicable to their subject area at level 3 and level 4 and provide this</p>	<p>School improvement</p>	<p>Faculty</p>	<p>Literacy coordinator</p>	<p>By October 16</p>	<p>All pupils aware of literacy input and relevance in each subject</p>	<p>2.2(2)</p>

information to literacy coordinator						
Literacy coordinator to collate whole school coverage of E&Os and advise on gaps etc.	School improvement	Literacy coordinator	Literacy Coordinator network	By October 16	Whole School overview of literacy coverage	2.2(2)
All faculties where applicable contribute to raising attainment at level 4 in literacy.	School improvement	Faculty	Literacy coordinator	ongoing	Attainment and confidence in literacy improves	3.2(1)
2017 All faculties to complete writing task with S1 Classes and evidence to be uploaded to OneNote	School Improvement	All faculties	Literacy Coordinator	December	Heightened awareness amongst staff and pupils of literacy across the curriculum; tracking of literacy tasks across faculties	2.3; 3.2
Registration periods for S1 and 2 to allow time for personal reading Mon-Thurs	School Improvement	Registration classes; literacy coordinator	Literacy coordinator and registration teachers	All year	Increased literacy skills in younger years; laying the foundations for a reading habit/culture	2.3;3.2; 3.3
Dept/ Faculties Tasks to include -knowing the lowest 20% in literacy • -use of standardised test scores in literacy • - use of insight data on literacy •	Assessment of children's progress					1.1(1) 1.1(2) 1.1(3)

<p>- use of other measures including professional judgement to properly assess pupil progress.</p> <ul style="list-style-type: none"> • Pupils in each subject are aware of applicable Literacy inputs and E&Os and their success in them <p><u>Other</u></p> <ul style="list-style-type: none"> • • • • 						
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Sub-Priority 1c: To identify areas for development in own subject dept where pupil uptake and pupil attainment can be raised.

Outcomes: There will be improved uptake and /or attainment in subjects and at levels as specified below.

Attainment at all levels will be above virtual comparator

Tasks	NIF Key Driver	By Whom	Resources	Timescale	Impact	Quality Indicators that apply
2016 Faculties / depts. to identify areas where uptake and attainment can improve and use strategies to make improvements inc. use of pupil voice.	Performance information	CLs All in Faculty	All faculty staff Subject leaders network	Throughout session 16/17	Increased uptake in subject if necessary Increased attainment	3.2 (3)
2017 Further use of Validated Self Evaluation (VSE) in	School improvement	L& T group Juliet Presly	HGIOS 4	Aug 2017 -	Increasing number of staff aware of own	

<p>classroom practice to further improve teacher practice and pupil attainment</p> <p>Devolve VSE practices to departments for self-use.</p>					<p>strengths and areas for development with a clear plan of action</p>	
<p>Dept/ Faculties Tasks to include</p> <p>Strategies to increase uptake</p> <ul style="list-style-type: none"> • <p>Strategies to increase attainment</p> <ul style="list-style-type: none"> • <p>Appropriate learning conversations as part of tracking and monitoring of pupil progress.</p> <ul style="list-style-type: none"> • <p>Increased and structured use of Pupil Voice</p> <p>Other</p> <ul style="list-style-type: none"> • • 	<p>School improvement</p>					<p>3.2 (2) 3.2(3)</p>

Priority 1d: To improve punctuality and attendance

Outcomes: Some pupils will engage better with school and subjects leading to an improvement in their attainment.

Tasks	NIF Key Driver	By Whom	Resources	Timescale	Impact	Quality Indicators that apply
<p>Improved monitoring system for lateness to school and Communication to parents re concerns around this</p>	School improvement	SMT	SEEMIS Office staff All teaching staff	June 2016	Improved punctuality	3.1(2)
<p>Improved monitoring system for attendance to school and Communication to parents re concerns around this</p>	School improvement	SMT	SEEMIS Office staff All teaching staff	June 2016	Improved attendance	3.1(2)
<p><u>Dept/ Faculties tasks to include</u></p> <p>SMT & Teachers to highlight need for punctuality to class</p> <ul style="list-style-type: none"> <p>Use of discipline system for pupils late to class.</p> <ul style="list-style-type: none"> <p><u>Other</u></p> <ul style="list-style-type: none"> 	<p>School leadership</p> <p>Parental engagement</p>					

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Sub-Priority 1e: To provide opportunities for professional development

Outcomes: Highly effective practice to meet the needs and aspirations of all learners

Tasks	NIF Key Driver	By Whom	Resources	Timescale	Impact	Quality Indicators that apply
<p>Further develop our professional learning community and provide high quality training and development opportunities for all staff</p> <p>Inc. job applications and preparation for interview</p>	Teacher Professionalism	<p>Professional learning group CPD coordinator All staff</p> <p>SMT</p>	<p>PL group Annual PR&D</p>	June 16 onwards	Highly skilled effective teachers	1.2 (1)
<p>Promote the Sharing of Classroom experience to promote highly effective practice.</p> <p>Whole school project to capture the scale and success</p>	<p>School improvement</p> <p>Performance information</p>	<p>SMT L&T gp</p> <p>Member of L&T gp</p>	<p>L&T gp L&T city network</p>	Aug 16	Better sharing of highly effective practice	1.1(1) 1.2(2)

<p>Whole school Validated Self Evaluation (VSE) exercises around 2.3</p>		<p>SMT, coopted CLs, QIO</p>	<p>DHT L&T, SMT, QIO</p>	<p>Jan- Jun 17</p>	<p>What very good Teaching and Learning looks like</p>	<p>2.3</p>
<p>Further use of Validated Self Evaluation (VSE) in classroom practice to further improve teacher practice and pupil attainment</p> <p>Devolve VSE practices to departments for self-use.</p>	<p>School improvement</p>	<p>L& T group Juliet Presly</p>	<p>HGIOS 4</p>	<p>Aug 2017 -</p>	<p>Increasing number of staff aware of own strengths and areas for development with a clear plan of action</p>	
<p>Dept/ Faculties tasks</p> <p>-provide opportunities for leadership development across the school</p> <ul style="list-style-type: none"> • <p>-Engage in ongoing self-evaluation and quality assurance</p> <ul style="list-style-type: none"> • <p><u>Other</u></p> <ul style="list-style-type: none"> • 						

<p>NIF Priority 2 - Closing the attainment gap between the most and least disadvantaged children.</p>	<p>QIs 1.1 Analysis and evaluation of intelligence and data 1.3 Leadership of change 2.3 Learning, teaching and assessment 2.4 Personalised support</p>
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2.5 Engaging families in learning
 3.1 Improving wellbeing, equality and inclusion
 3.2 Equity for all learners

Priority 2a: Reduce the attainment gap for our school

Outcomes: All staff will be aware of what the attainment gap looks like.

Staff use a wide range of performance information and strategies to reduce the attainment gap.

Tasks	NIF Key Driver	By Whom	Resources	Timescale	Impact	Quality Indicators that apply
Identify the attainment gap for each year group.	Performance information	SMT	Insight data CEC analysis	June 2016 August 2017	Clear knowledge of attainment gap	1.1(2)
Share information with all staff.	Performance information	SMT All staff	In service day	August 2016 August 2017	All staff have clear knowledge of attainment gap	1.3(1)
CLs to discuss names of students in their faculty for targeted intervention.	School improvement	Faculties	Meeting time	August 2016 August 2017	All staff have clear knowledge of attainment gap and pupils it applies to.	1.3(1)
Whole school and depts/faculties to look at effective strategies to close gap.	School improvement	SMT School staff	Teaching staff Poverty 1 in 5 Top Tips G:\Staff\1 in 5 poverty Top Tips.pdf	August 2016 August 2017	Pupils in lowest SIMD pupils have improved performance	1.3(2)
2017 Appointment of PEF coordinator	Performance information	SMT	School staff	Aug 2017	1.3	2.4
						2.4(2)

<p>Targeted Parental engagement for some parents/carers.</p> <p>To be regularly reviewed & strategies to be put in place to engage families in providing learning support at home.</p> <p>Targeted group of parents to be invited to workshops ‘Turn your life around’ Bring your parent to school!</p>	<p>Parental engagement</p>	<p>DHT J Else</p>	<p>Dept Meeting time</p>	<p>September 2016 January 2017 April 2017 September 17</p>	<p>Pupils better supported at home</p>	<p>2.5(1)</p>
<p><u>Dept /Faculty Tasks to meet this task to include</u></p> <ul style="list-style-type: none"> -use of appropriate teaching resources -Use of differentiation -innovative use of IT -Study support <p><u>Other</u></p> <ul style="list-style-type: none"> • • • • 	<p>School leadership</p> <p>School improvement</p> <p>Teacher professionalism</p> <p>Teacher professionalism</p> <p>School improvement</p>					<p>2.3(1) 2.3(2)</p>

Priority 2b: Reduce the achievement gap for our school

Outcomes: All staff will be aware of what the achievement gap looks like.

Staff use a wide range of performance information and strategies to reduce the achievement gap

Tasks	NIF Key Driver	By Whom	Resources	Timescale	Impact	Quality Indicators that apply
2017	Performance information	SMT	School staff	Aug 2017	1.3	2.4

Appointment of PEF coordinator						
Whole school Audit of pupil engagement and wider achievements	Performance information	DHT CLs All staff	Staff Active Schools coord Coaches	Aug 16 Aug 17	Knowledge of scale of wider participation in school	1.1(2)
Targeting of pupils with no or low engagement in wider activities and encourage participation	Assessment of children's progress	DHT CLs	Staff Active Schools coord Coaches	Aug 16 Aug 17	All pupils involved in some form of wider participation and achievement	3.1(3)
<u>Dept /Faculty Tasks to meet this task</u> <u>Other</u> • • • •						

Priority 2c: Track and Monitor Progress across BGE and the Senior Phase

Outcomes 2c

Tasks	NIF Key Driver	By Whom	Resources	Timescale	Impact	Quality Indicators that apply
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<p>Whole school overview of pupil progress in CfE levels across BGE.</p> <p>Consistency across faculties in tracking pupil progress through BGE</p> <p>Consistency across faculties in applying teacher judgement to levels</p> <p>Pupil awareness of their own standard and progress in BGE</p> <p>The school and departments are preparing pupils for and improving numbers into positive destinations from the Senior Phase</p> <p>The school and faculties give focus to particular groups in senior phase to ensure additional support is given if required i.e. Lowest 20%, SIMD 1-3, EAL pupils, Ethnicity, gender</p>	<p>Assessment of children's progress</p> <p>Assessment of children's progress</p>	<p>All teaching staff</p> <p>All teaching staff</p>	<p>DHT L&T gp</p> <p>DHT L&T gp INSIGHT Dept data</p>	<p>Aug 16</p> <p>Aug 16</p>	<p>Clear and consistent picture of pupil standards and progress in BGE</p> <p>Clear and consistent picture of pupil standards and progress senior phase with teacher interventions made as appropriate.</p>	<p>1.1(1) 2.3(4)</p> <p>1.1(3) 2.3(2)</p>
<p>Dept /Faculty Tasks to meet this task</p> <p>Other</p>						

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<p>NIF Priority 3 – Improvement in children and young people’s health and wellbeing; (inc autism training for staff)</p>	<p>QIs 1.1 Self evaluation for self improvement 1.4 Leadership and management of staff 2.1 Safe guarding and child protection 2.2 Curriculum 2.5 Family learning 2.7 Partnerships 3.1 Ensuring wellbeing, equality and inclusion</p>
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Priority 3a: A shared understanding of well being & children’s rights

Outcomes: H&WB addressed by all in school community and improved outcomes for pupils and staff in this area.

Tasks	NIF Key Driver	By Whom	Resources	Timescale	Impact	Quality Indicators that apply
All staff to undertake mandatory professional learning around local and national legislation	Professional learning	Alyson Haresnape	“In On The Act” http://www.edinburgh.gov.uk/downloads/file/5714/in_on_the_act “Children and Young People (Scotland) Act 2014”	Ongoing	All staff aware of statutory obligations and trained to meet the needs of children in their care.	3.1(2)

			http://www.legislation.gov.uk/asp/2014/8/pdfs/asp_20140008_en.pdf CP training Autism awareness training Other training as appropriate			
Regular school Self Evaluation of Child Protection procedures	School Leadership	ASL team DHT	ASL Team CP guidelines	Aug 16 onwards Monthly 'case study'	Adhere to best practice and meet professional obligations every time	2.1(1)
All faculties to identify, highlight and address HWB E&Os applicable to their subject area at level 3 and 4 and communicate that information to the HWB coordinator	School improvement	CLs All faculty	HWB coordinator	August 16	All pupils aware of HWB input and relevance in each subject	1.1(2) 2.1(2)
Whole School focus next session on SHANARRI indicators "safe" & "healthy"	School improvement	CLs All faculty	HWB coordinator	August 16	All pupils and staff aware of behaviours and actions to be Safe & Healthy	2.1(2)
Pupils to be aware of their own H&WB using a range of evidence/indicators	Assessment of children's progress	All teaching staff	HWB coordinator	August 16	All pupils understand and apply actions to support successful H&WB	2.1(2)

<p>‘Fair for all’ ‘Turn Your Life Around’ ‘Teenage Brain</p>	<p>School improvement</p>	<p>School staff and pupils Partner agency School staff</p>	<p>SMT</p>	<p>August 16 onwards August 17 onwards</p>	<p>Suite of programmes to support range of groups</p>	
<p>2017</p> <p>Implement new study programme in S5 including Mindfulness.</p> <p>Core PE introduced into S5 as a result of parental requests</p> <p>Use of Validated Self Evaluation(VSE) in appraising our GIRFEC model</p>	<p>School improvement</p>	<p><i>Several departments</i></p> <p><i>PE department</i></p> <p><i>Claire Paterson ASL team</i></p>	<p>School staff</p> <p>PE Dept</p> <p>ASL team</p>	<p>August 2017</p> <p>August 2017</p> <p>November 21007</p>	<p>Pupils develop suite of HWB skills</p> <p>Pupils are more active and healthier</p> <p>Validation of good process</p>	<p>2.2 Curriculum</p> <p>2.2 Curriculum</p> <p>3.1 Ensuring wellbeing, equality and inclusion</p>
<p>2017 <u>Dept /Faculty Tasks to meet this task</u></p> <p><u>Other</u></p> <ul style="list-style-type: none"> All staff to be aware of HWB benchmarks HWB group to start investigate 	<p>School improvement</p> <p>School Improvement</p>	<p>All staff</p> <p>HWB – Staff group</p>	<p>HWB coordinator</p> <p>HWB coordinator J O’Thy</p>	<p>2017-18</p> <p>2017-18</p>	<p>All staff aware of HWB benchmarks</p> <p>All pupils aware of</p>	<p>2.1</p>

<p><i>UNICEF – Rights respecting Schools</i></p> <ul style="list-style-type: none"> <i>Pupils HWB group to choose area in HWB to focus on for 2017-18</i> 	<i>School Improvement</i>	<i>HWB – pupil group</i>	<i>HWB coordinator</i>	<i>2017-18</i>	<p><i>UNICEF - Rights Respecting School Award</i></p> <p><i>All pupils have chance to voice their opinion on what we should concentrate on in 2017-18</i></p>	<p><i>2.1</i></p> <p><i>2.1</i></p>
<p>Dept /Faculty Tasks to meet this task</p> <p>Other</p> <ul style="list-style-type: none"> 						

Priority 3b: Highlight and provide parent/carer support around effective pupil learning

Outcomes: Parents better able to assist their children in learning

Tasks	NIF Key Driver	By Whom	Resources	Timescale	Impact	Quality Indicators that apply
Highlight to parents/carers a range of supports via our website, school staff and partner	Parental engagement	SMT ASL team Partner agencies	Website partner agencies	Aug 16 onwards	Parents have accessible resources to assist them	2.5(2) 3.1(2) 2.7(1)

agencies to support their child's learning						
Provide opportunities for parents to experience first hand school life via "Bring Your Parents to School Day"	Parental engagement	SMT CLs	CLs Staff	May 2016 + Nov 16	Strengthening relationships and links with families	2.5(1)
<u>Dept /Faculty Tasks to meet this task - to include:</u> appropriate information on department web pages <ul style="list-style-type: none"> • use of properly differentiated materials • clarity around assessment tasks/deadlines <u>Other</u>						

Priority 3c: Highlight and provide parer

Outcomes: Parents better able to provide emotional support for their children.

Tasks	NIF Key Driver	By Whom	Resources	Timescale	Impact	Quality Indicators that apply
Highlight to parents/carers a range of supports via our website, school staff and partner agencies to support their child's emotional well being	Parental engagement	SMT SfP leaders	Teen Triple P Crew Mary Alexander Tree of Knowledge Website	June 16 onwards	Parents have accessible resources to assist them	2.5(2) 3.1 (1) 2.7(1)
Continue to develop our ASL team's knowledge and skills to meet the range of pupil needs.	School improvement School leadership	ASL team	ASL team SMT City ASL team	ongoing	ASL team trained in up to date knowledge and skills to deal with pupil's needs	3.1(2)
Further embed HWB into the curriculum and wider life of the school 'Fair for all'	School improvement	Pupil council Staff	Assemblies PSE HWB rota House system Positive discipline S1 HWB period HWB coord	Oct 16 / Ongoing	HWB integral part of life at Boroughmuir High School	2.2(2)
2017 <i>All staff to be aware of HWB benchmarks and use HWB comments in reporting statements to parents.</i>	<i>School improvement</i>	<i>HWB coordinator</i> <i>All staff</i>	<i>HWB coordinator</i>	<i>Ongoing 2017-18</i>	<i>Parents will have an awareness of HWB of pupil.</i>	2.2 2
<u>Dept /Faculty Tasks to meet this task</u> <u>Other</u> • •						

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NIF Priority 4 – Improvement in employability skills and sustained, positive school leaver destinations for all young people	QIs 1.2 Leadership of Learning 1.3 Leadership of change 1.4 Leadership and management of staff 2.2 Curriculum 2.7 Partnerships 3.3 Creativity & employability
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Priority 4a Introduction of new courses/pathways

Outcome 4a Curriculum is enhanced for all learners

Tasks	NIF Key Driver	By Whom	Resources	Timescale	Impact	Quality Indicators that apply
Introduce Chinese Language into curriculum	School improvement	SMT SECC	SWIRE organisation SCEN	June 16	Pupils increase skill set, employability skills, knowledge of Chinese language and culture	2.2(2) 3.3(4)
Departments to engage in IDL activities to promote creativity & employability skills in particular in the S1-3 phase ‘Dream Team’ S2 visits to City S1 to Hermitage	School improvement	All teachers	IDL coordinator Educ. Scotland resources.	Aug 16	Pupils develop creativity skills and see the relevance of learning in the context of employability skills	3.3(4)

WS IDL audit						
Dept /Faculty Tasks to meet this task						
Other						
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Priority 4b To provide opportunities to enhance the curriculum and develop skills for learning, life & work

Outcome 4b

Tasks	NIF Key Driver	By Whom	Resources	Timescale	Impact	Quality Indicators that apply
Broughmuir High School to be part of Hong Kong Scotland School Improvement Partnership	School Leadership School improvement	SMT HKSSIP Key staff	Scottish Chinese Education Network (SCEN) Key staff	Aug 16	Staff learn/share skills from different school system Pupils engage in international partnership working around language, culture, learning	1.2(1) 2.7(1) 3.3(1)
Develop a list of prospective business partners to provide mentoring and work experience opportunities and skills for learning/life and work	Parental engagement School improvement	Parent council Chris Brandie	Parent Council 16+ City Network	Aug 16	Local resource to provide input to pupils' skill development	2.7(1) 3.3(1) 3.3(4)
2017 Implement recommendations from the Developing Young Workforce report and	School improvement	DYW working group	SDS	Aug 17	Increased clarity on pathways to work	3.3 Creativity & employability

continuing to improve pathways into work in the senior phase.						
Highlighting skills for learning, life and work in classroom lessons and use of new My World of Work website launched Jan'16. To make more explicit the skills for learning, life and work which already exist within senior phase programmes	School improvement	DYW working group	SDS School staff	Aug 2017	Increased awareness of skills being developed in subject areas	2.2 Curriculum
DSW key element in all dept courses. Increased focus across the school on skills for work and career development. DSW and career education increased part of PSE provision and senior school.	School improvement	DYW working group	SDS School staff	Aug 2017	Increased awareness of skills being developed in subject areas	2.2 Curriculum
Digital literacy and digital education to be a part of and included in all stages of school. Use of ONE NOTE to host pupil profiles and Learning logs.	School improvement	Computing dept	School staff	Aug 2017 onwards	Increased awareness of skills being developed in digital literacy	2.2 Curriculum
2017 Creation of new employability skills working group	School improvement	Claire Paterson		Aug 2017		1.2 Leadership of Learning

Dept /Faculty Tasks to meet this task						
Other						
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Priority 5 – Other school /faculty and departmental priorities including a focus on reducing bureaucracy	QIs 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity
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Priority 5a **To minimise unnecessary bureaucracy at whole school and faculty level and to use SNCT/Scottish Government advice to assist with this.**

Outcome 5a: Teacher and staff workload to be more manageable.

Tasks	NIF Key Driver	By Whom	Resources	Timescale	Impact	Quality Indicators that apply
Be aware of need to work effectively and efficiently at all levels		SMT All staff	Government advice Professional associations	ongoing	More manageable workload	1.3(1) 1.4(3)
Dept /Faculty Tasks to meet this task						
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Priority 5b: Other departmental /faculty priorities that lie outside that National Improvement Framework/ City of Edinburgh Priorities

Outcome 5a : - School/ Dept/ faculty priorities are met

<p><u>Other faculty priorities</u></p> <p>Commissioning of a new school</p>	<p>School improvement</p>	<p>All staff</p>	<p>All staff New School Coord. CEC</p>	<p>By Jan 17</p>	<p>Minimise disruption to pupil's learning during move Enhance quality of learning experience after move</p>	<p>1.3(1) 1.5(2)</p>