Standards, Quality and Improvement Plan

Boroughmuir High School 2018

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: 2017 – 2018

Improvement Plan for session: 2018 - 2019

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Context Of The School

Boroughmuir High School is situated in the Founrtainbridge area of south central Edinburgh. The school provides co-educational, non-denominational comprehensive education for S1-S6 pupils. The school celebrated its centenary in 2004 and the new Boroughmuir High School opened in February 2018.

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 1260.
S1 this year has an intake of 260.
There are 188 pupils in S5 and 164 in S6.

The current basic staffing is 87.4 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.

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	
<u>NIF Priority</u> **Improvement in attainment, particularly in literacy and numeracy** <u>NIF Driver</u> **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:

- Use of new National Testing (S.N.S.A) for benchmarking (in both Literacy and Numeracy)
- Whole school approach to benchmarks in numeracy literacy, HWB via use of One note – pilot group 17/18
- Whole school approach to benchmarks piloted with S2 year group in numeracy via use of One note
- 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
- 'High-priority' pupils have been identified using 'SIMD' data and shared with whole school.
- Further integration of the 'Boroughmuir Reading Culture', including supported reading in S1 and S2 and reading time in registration.

S1 – 3 Broad General Education (BGE) – 2018 Progress in Literacy & Numeracy at end of S3

	S3		S3			
	% Achieved (3rd Secure and 4th)		3rd Secure		4th Secure	
Boroughmuir HS	2016/17	2017/18	2016/17	2017/18	2016/17	2017/18
Numeracy	100.0%	99.5%	15.2%	13%	84.8%	86.5%
Listening and Talking	99.5%	100%	20.7%	10.7%	78.8%	89.3%
Reading	99.5%	100%	22.2%	10.7%	77.3%	89.3%
Writing	99.0%	100%	20.7%	11.6%	78.3%	88.4%

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

S4 – S6 - The Senior Phase - Key points from SQA National Qualification results 2018

	2014	2015	2016	2017	2018	City Ave
By the end of S4						
5@ Level 3+	96	95	96	94	98	82
5@ Level 4+	93	94	96	94	98	75
5@ Level 5+	70	75	80	80	77	41

By the end of S5						
1@ Level 6+	76	81	86	89	90	60
3@ Level 6+	61	66	67	74	73	41
5@ Level 6+	34	36	37	50	52	22
By the end of S6						
1@ Level 6+	86	84	88	93	90	66
3@ Level 6+	71	70	75	75	80	47
5@ Level 6+	55	59	60	64	68	35
1@ Level 7+	46	38	45	53	52	26

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 developed further in numeracy literacy, HWB via use of One note
- Use of new National Testing for benchmarking and use of subsequent reports (Lit. and Num.)
- Numeracy parental engagement event planned
- 'Learning Conversations' to be embedded in S1 with a focus on R, W, T & L (termly)
- Whole school recording of literacy activities (pupil led) using OneNote, with focus on evaluation and next-steps
- National Poetry Day and Book Week to play more of a role in celebrating literacy and encouraging a 'Boroughmuir Reading Culture'
- 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.

- Increased use of SCE to include SLT/ CL/ peer review
- Develop teacher leadership academy at CL level and practitioner enquiry at all levels
- Introduce EDICT tracking tool to better track and report on pupil progress
- Appoint Tracking & Attainment Development Officer (1 day PW) to oversee tracking tool implementation
- Further audit and embed skills for life work and learning – and begin to benchmark visibility of skills
- Launch and embed our new L&T framework for pupils parents and staff

Stretch aims:-

BGE
Attainment in literacy (writing) by end S3 :- > 99% of pupils achieve level 3 or better , > 89.5% of pupils achieve level 4
Attainment in numeracy by end S3 :- > 99% of pupils achieve level 3 or better , > 86.5% of pupils achieve level 4

Senior Phase
Attainment in literacy by end S4 :- > 99% of pupils achieve SCQF level 4 or better , > 94% of pupils achieve SCQF level 5
Attainment in numeracy by end S4 :- > 99% of pupils achieve SCQF level 4 or better , > 83% of pupils achieve SCQF level 5

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

2018/19

NIF Priority	HGIOS4/HGIOELC QIs/Identified Themes
Closing the attainment gap between the most and least disadvantaged children and young people.	1.3 Developing a shared vision, values and aims relevant to the school and its community 2.3 Quality of teaching

NIF Driver	2.4 Targeted & universal support
	2.4 Removal of potential barriers to learning
School improvement	3.2 Equity for all learners
Assessment of children's progress	3.2 Attainment over time

Progress and impact:
- 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
- PEF Fund 2017/18 - £12000.
- Budget Spent up to June 2018 - **£11,885.09 (allocated budget was £12000) Remaining budget - £114.91**

Next Steps:
- Embed interventions through BGE focusing on Literacy, Numeracy and Health and Wellbeing.
- Introduce residential Leadership experience & Training via the Outward Bound organisation
- Develop family & home communication to support targeted group further.
- Further develop whole staff awareness and engage more staff in the involvement and expertise in improving the attainment and achievement of all pupils inc. those in SIMD 1-3.
- Increase support available to pupils to increase participation in wider achievement activities across the school.

Stretch aims for SIMD 1 – 3

Senior Phase
Attainment in literacy by end S4 :- > 99% of pupils achieve SCQF level 4 or better , > 85% of pupils achieve SCQF level 5
Attainment in numeracy by end S4 :- > 85% of pupils achieve SCQF level 4 or better , > 67% of pupils achieve SCQF level 5

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:

- Implemented new HWB and study programme in S5 including Mindfulness to support pupil HWB – this has now become a CMS rota which still includes Mindfulness to help with HWB and contribute to "self" part of CMS.
- Core PE introduced into S5 as a result of parental requests to further support pupil HWB
- Rights Respecting Schools – Bronze Award achieved

Next Steps:
- Use of Validated Self Evaluation(VSE) in appraising our GIRFEC model – take forward to next session
- Create Pupils and Staff HWB groups with the aim of raising HWB awareness
- Whole School focus on two SHANARRI indicators (Indicators to be selected based on pupil/parent/carer survey).
- Better capture and use of Pupil Voice
- Working towards Silver award of RRS
- Development of school support Hub and participate in the Well-being academy programme.
- Developing the Mentors in Violence programme for S6 creating further leadership opportunities and building/reinforcing an inclusive and positive ethos.
- Update Level 2 equalities training for all staff inc approp training for invigilators and coaches.
- 'Fair for All' – to be reintroduced as a timetabled activity
- Update the school equalities policy

Stretch Aim :-

>80% of pupils surveyed are familiar with the well –being indicators
>80% of pupils surveyed are comfortable and confident raising concerns

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

NIF Priority	HGIOS4/HGIOELC QIs/Identified Themes
Improvement in employability skills and sustained, positive school leaver destinations for all young people NIF Driver School Improvement Assessment of Children's Progress	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:
- Creation of new DYW/ employability skills working group.
- Raising staff awareness and confidence in using My World of Work.(MWW)
- Appointed 8 MWW ambassadors in senior school
- Create alternative new pathways to meet needs of some pupils - work experience for some young people in S5, large update for SCP/academies/FAs
- 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
- Engage in Education Scotland /CEC review of Career Education Standard / Work Placement Standard (CES/WPS)

- Two DYW Co-ordinators appointed
- Second round of parental 'Engage' events organised by parent council highlighting employability skills - by employers
- Business and Computing engaged all S2 with My World of Work. Pupils motivated by whole experience
- All 200 S2 pupils again attended STEM career event at National Museum of Scotland inspired by event and opportunities available in this field.
- Dentsu Aegis successfully ran a number of events with Business Education pupils in senior school
- All S5 pupils were introduced to Career Education standards as part of their S5 induction day.

Next Steps:
- Implement Programme of Parental volunteers to provide careers information.
- Share16+database information re preferred route/occupation with parents who organise Engage events in the hope these can be more strategic in planning what is being offered to young people
- Implementation of Youth Philanthropic Initiative (YPI) into junior and/or senior school with S2
- Mapping skills across the BGE in context of all subject areas and IDL link.
- DYW 16+ calendar of events to be shared with all staff
- Increase use of Careers Twitter account to promote opportunities identified on Marketplace
- Focus on increasing whole school registration with MWOW from current 56% of cohort
- Introduce new Careers Rota for all S5 pupils with a focus on implementing the career standards
- Expand MWOW Ambassadors role to include lower year groups
- Ensure that digital literacy skills are embedded in new S1 Computing Science and Business Education courses.
- Carry out an audit to determine how each department/faculty are using the career standards
- Raise staff awareness and confidence of Career Education Standards and My World of Work.(MWOW)

Stretch Aims-

2018 - 56% of school cohort registered on MWW   2019 Target *75% of cohort registered*
By June 2019 > 80% of pupils surveyed are confident about skills developed and used in a range of subjects and their application beyond school

Summary of evaluations against key indicators (2018)

		Quality Indicator	School Self – Evaluation 2017 - 18	Inspection Evaluation (If during 2017-18)
		What is our capacity for continuous improvement?		
1.3		Leadership Of Change	4	
2.3		Learning, Teaching And Assessment	4	
3.1		Ensuring Wellbeing, Equity And Inclusion	4	
3.2		Raising Attainment And Achievement	5	
2.6		School's chosen QI - Transitions	5	
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

	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

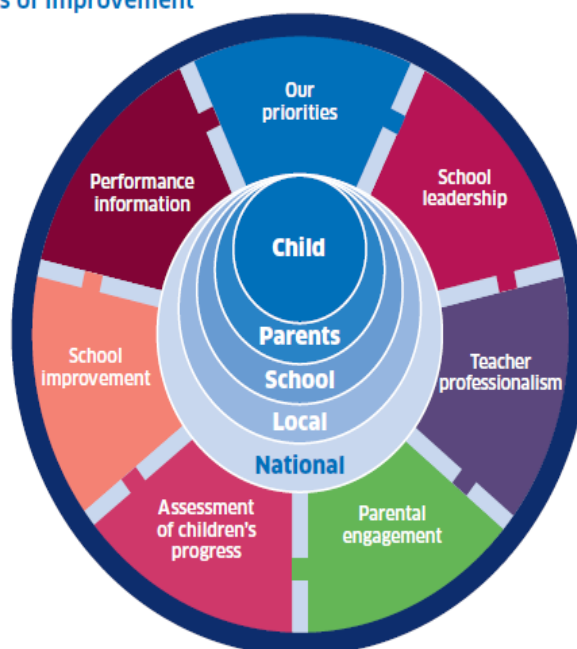## NIF- Drivers

Measures of Success (HGIOS 4)

Key priorities of the National

Improvement Framework

1. **Improvement in attainment, particularly in literacy and numeracy;**
2. **Closing the attainment gap between the most and least disadvantaged children;**
3. *Improvement in children and young people's health and wellbeing; (inc autism training for staff)*
4. **Improvement in employability skills and sustained, positive school leaver destinations for all young people**

Key drivers of improvement

Our priorities
School leadership
Teacher professionalism
Parental engagement
Assessment of children's progress
School improvement
Performance information

Child
Parents
School
Local
National

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	2.1 Safeguarding and child protection	3.1 Improving wellbeing, equality and inclusion
1.2 Leadership of learning	2.2 Curriculum	3.2 Raising attainment and achievement
1.3 Leadership of change	2.3 Learning, teaching and assessment	3.3 Increasing creativity and employability
1.4 Leadership and management of staff	2.4 Personalised support	
1.5 Management of resources to promote equity	2.5 Family learning	
	2.6 Transitions	
	2.7 Partnerships	

+ 5. Other school/faculty/department work

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.**

NIF Priority 1 – Improvement in attainment, particularly in literacy and numeracy.	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

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	Observable/ Measurable Aim

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**	**School improvement**	CLs All faculty	Numeracy coordinator	By October 16	All pupils aware of numeracy input and relevance in each subject	2.2(2)	
Numeracy coordinator to collate whole school coverage of E&Os and advise on gaps etc.	**School improvement**	Numeracy coordinator	Numeracy Coordinator network	By October 16	Whole School overview of numeracy coverage	2.2(2)	
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)	**2016 Benchmark** 96.8% of S4 achieved SCQF 4 in numearcy 1% behind VC **2017 Target** 100% of S4 attaining Be ahead of VC **2017 Result** 99% did achieve 1.5 % ahead of VC **2018 Target** 100% of S4 attaining Maintain ahead of VC **2018 Result** **2019 Target**
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.		
2018 To provide numeracy support to all S1 pupils via parental engagement event in September	**School improvement**	Numeracy Coordinator, Numeracy working group and Maths department staff	Resources produced by CEC Numeracy working group	September 2018-June 2019	Parents and carers are made aware of how they can assist their child in Numeracy and Mathematics	1.2(?)	
S1 and S2 Pupils to regularly update their Numeracy/Literacy/Health and wellbeing 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 Num/Lit/HWB page	S1 October 2018-June 2019 S2 August 2018-June 2019	Pupils can demonstrate Numeracy across the curriculum, record evidence and are aware of their working level.	2.2	
To use evidence from SNSA to develop use of Numeracy across the curriculum	**School improvement**	Numeracy Coordinator, Numeracy working group,	S.N.S.A. results	August 2018-June 2019	Information to be disseminated at In-service/CAT to all teaching staff do future development of courses and Numeracy across the curriculum	1.1	

Whole school approach to benchmarks developed further in numeracy literacy, HWB via use of One note

Use of new National Testing for benchmarking and use of subsequent reports (Lit. and Num.) | **Performance information** | Numeracy Coordinator, Numeracy working group

ICT coordinator | SNSA | Aug 18 – June 19 | Increased Pupil awareness of numeracy skills and levels | 3.2 | |
| **Dept/ Faculties Tasks to include**
-knowing the lowest 20% in maths
  •
-use of standardised test scores in maths
  •
- use of insight data on numeracy
  •
- use of other measures including professional judgement to properly assess pupil progress
  •
Pupils in each subject are aware of applicable numeracy inputs and E&Os and their success in them

Other
  •
  •
  •
  • | **Assessment of children's progress** | | | | | 1.1(1)
1.1(2)
1.1(3) | |

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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	Observable/ Measurable Aim
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 information to literacy coordinator**	**School improvement**	Faculty	Literacy coordinator	By October 16	All pupils aware of literacy input and relevance in each subject	2.2(2)	
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	**School**	Faculty	Literacy coordinator	ongoing	Attainment and confidence in	3.2(1)	**2016 Benchmark** 99% of S4 achieved SCQF 4 in literacy

							2017 Target
raising attainment at level 4 in literacy.	**improvement**					literacy improves	**2017 Target** 100% of S4 attaining Be ahead of VC **2017 Result** 100% did achieve 1% ahead of VC **2018 Target** Maintain 100% Maintain ahead of VC **2018 Result** **2019 Target**
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	
2018 Whole school approach to benchmarks developed further in numeracy literacy, HWB via use of One note	**Performance information**	Literacy Coordinator, Literacy working group ICT coordinator	SNSA	Aug 18 – June 19	Increased Pupil awareness of literacy skills and levels	3.2	
'Learning Conversations' to be embedded in S1 with a focus on R, W, T & L (termly)	**Assessment of Children's**	Literacy coordinator English dept Key adults i.e register teachers, PSLs	Tracking tool – EDICT	Aug 18	Increased Pupil awareness of literacy skills and levels	3.2	

National Poetry Day and Book Week to play more of a role in celebrating literacy and encouraging a 'Boroughmuir Reading Culture'	**progress Assessment of Children's progress**	Literacy coordinator English dept Key adults i.e register teachers, PSLs	Local resources	Aug 18 onwards	Increased enjoyment of redaing		Survey pupils level of enjoyment
<mark>**Dept/ Faculties Tasks** to include</mark> **-knowing the lowest 20% in literacy** • **-use of standardised test scores in literacy** • **- use of insight data on literacy** • **- use of other measures including professional judgement to properly assess pupil progress.** • Pupils in each subject are aware of applicable Literacy inputs and E&Os and their success in them **Other** • • • •	**Assessment of children's progress**					1.1(1) 1.1(2) 1.1(3)	

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	Observable/ Measurable Aim
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 classroom practice to further improve teacher practice and pupil attainment Devolve VSE practices to departments for self-use.	**School improvement**	L& T group Juliet Presly Science/Eng- Sep 17 Maths/ML Nov - 17	HGIOS 4	Aug 2017 -	Increasing number of staff aware of own strengths and areas for development with a clear plan of action		
2018 Increased use of SCE to include SLT/ CL/ peer review	**School improvement**	SLT/ CLs L&T gp	HGIOS 4 Hattie research	Nov 18	SCE is triangulated and focussed	1.1	

Introduce EDICT tracking tool to better track and report on pupil progress Appoint Tracking & Attainment Development Officer (1 day PW) to oversee	**Assessment of Children's progress**	SLT/ DO	EDICT tracking tool	Aug 18	Pupil progress is consistently tracked	1.1
Further audit and embed skills for life work and learning – and begin to benchmark visibility of skills		DYW coordinators	Career education materials		Pupil skills gaps are known and addressed – and pupils know gaps	2.4 2.2
Launch and embed our new L&T framework for pupils parents and staff	**School improvement**	L&T group	Local resources		Consistency of L&T approaches and practice across schol	2.3 1.3
Dept/ Faculties Tasks to include **Strategies to increase uptake** ● **Strategies to increase attainment** ● **Appropriate learning conversations as part of tracking and monitoring of pupil progress.** ● **Increased and**	**School improvement**					3.2 (2) 3.2(3)

structured use of **Pupil Voice**							
Other • •							

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	Observable/ Measurable Aim
Improved monitoring system for lateness to school and Communication to parents re concerns around this	**School improvement**	SMT	SEEMIS Office staff All teaching staff	June 2016	Improved punctuality	3.1(2)	
Improved monitoring system for attendance to school and Communication to parents re concerns around this	**School improvement**	SMT	SEEMIS Office staff All teaching staff	June 2016	Improved attendance	3.1(2)	**2016 benchmark**

Dept/ Faculties tasks to include **SMT & Teachers to highlight need for punctuality to class** • **Use of discipline system for pupils late to class.** • **Other** • •	**School leadership** **Parental engagement**						

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	Observable/ Measurable Aim
Further develop							

our professional learning community and provide high quality training and development opportunities for all staff Inc. job applications and preparation for interview	**Teacher Professionalism**	Professional learning group CPD coordinator All staff SMT	PL group Annual PR&D	June 16 onwards	Highly skilled effective teachers	1.2 (1)	
Promote the Sharing of Classroom experience to promote highly effective practice. **Whole school project to capture the scale and success** *Whole school Validated Self Evaluation (VSE) exercises around 2.3*	**School improvement** **Performance information**	SMT L&T gp Member of L&T gp *SMT, coopted CLs, QIO*	L&T gp L&T city network *DHT L&T, SMT, QIO*	Aug 16 *Jan- Jun 17*	Better sharing of highly effective practice *What very good Teaching and Learning looks like*	1.1(1) 1.2(2) 2.3	
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 improvement**	L& T group Juliet Presly	HGIOS 4	Aug 2017 -	Increasing number of staff aware of own strengths and areas for development with a clear plan of action		**2016 Benchmark** No VSE exercises taken place to date **2017 target** Introduce 2 throughout session.

2018 Develop teacher leadership academy at CL level and practitioner enquiry at all levels Develop Pupil Leadership opportunities via Outward Bound Columba 1400	**School improvement** **Teacher Professionalism**	HT SLT	HGIOS 4 In – house Columba Outward Bound	September 18	S taff and pupils are part of leadership development programmes	1.2	

Dept/ Faculties tasks
 	
-provide opportunities for leadership development across the school
    ●
 	
-**Engage in ongoing self-evaluation and quality assurance**
 	
    ●
Other
    ●							

NIF Priority 2 - Closing the attainment gap between the most and least disadvantaged children.	**QIs** 1.1 Analysis and evaluation of intelligence and data
	    1.3 Leadership of change
	    2.3 Learning, teaching and assessment
	    2.4 Personalised support

	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	Observable/ Measureable aim
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	**Performance information**	SMT	School staff	Aug 2017	1.3	2.4	

coordinator							
Targeted Parental engagement for some parents/carers. To be regularly reviewed & strategies to be put in place to engage families in providing learning support at home. Targeted group of parents to be invited to workshops 'Turn your life around' Bring your parent to school'	**Parental engagement**	DHT J Else	Dept Meeting time	September 2016 January 2017 April 2017 September 17	Pupils better supported at home	2.4(2) 2.5(1)	
2018 Embed interventions through BGE focusing on Literacy, Numeracy and Health and Wellbeing. Develop family & home communication to support targeted group further. Further develop whole staff awareness and engage more staff in the involvement and expertise in improving the attainment and achievement of all pupils inc. those in SIMD 1-3.	**Assessment of Children's progress** **Parental engagement** **School improvement**	PEF coordinator Partner agencies CLD Own staff	PEF coordinator time PEF funding	Throughout session 18/19	Increased engagement, attainment and achievement of SIMD 1- 3 pupils.	2.5 3.2	Stretch aims for SIMD 1 - 3 Senior Phase Attainment in literacy by end S4 :- > 99% of pupils achieve SCQF level 4 or better , > 85% of pupils achieve SCQF level 5 Attainment in numeracy by end S4 :- > 85% of pupils achieve SCQF level 4 or better , > 67% of pupils achieve SCQF level 5

Introduce residential Leadership experience & Training via the Outward Bound organisation	Jonny Else	Outward Bound	PEF Funding School staff	October 18	Increased pupil confidence		
Dept /Faculty Tasks to meet this task to include -use of appropriate teaching resources • -Use of differentiation • -innovative use of IT • -Study support • **Other** • • • •	**School leadership** **School improvement** **Teacher professionalism** **Teacher professionalism** **School improvement**					2.3(1) 2.3(2)	

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	Observable/ Measureable aim
2017 Appointment of PEF coordinator	**Performance information**	SMT	School staff	Aug 2017	1.3	2.4	
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 Aug17	All pupils involved in some form of wider participation and achievement	3.1(3)	
2018 Increase support available to pupils to increase participation in wider achievement activities across the school	**Assessment of Children's progress**	PEF coordinator Partner agencies CLD Own staff	PEF coordinator time PEF funding	Throughout session 18/19	Increased engagement, attainment and achievement of SIMD 1- 3 pupils.	2.5 3.2	
Dept /Faculty Tasks to meet this task **Other**							

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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	Observable/ Measureable aim
Whole school overview of pupil progress in CfE levels across **BGE**. Consistency across faculties in tracking pupil progress through **BGE** **Consistency across faculties in applying teacher judgement to levels** Pupil awareness of their own standard and progress in **BGE**	**Assessment of children's progress**	All teaching staff	DHT L&T gp	Aug 16 January 18 – In Service Day	Clear and consistent picture of pupil standards and progress in BGE Clear and consistent	1.1(1) 2.3(4)	

The school and departments are preparing pupils for and improving numbers into positive destinations from the Senior Phase 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	Assessment of children's progress	All teaching staff	DHT L&T gp INSIGHT Dept data	Aug 16	picture of pupil standards and progress senior phase with teacher interventions made as appropriate.	1.1(3) 2.3(2)	
Dept /Faculty Tasks to meet this task Other • • • •							

NIF Priority 3 – Improvement in children and young people's health and wellbeing; (inc autism training for staff)	**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	

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	Observable/ Measureable aim
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" http://www.legislation.gov.uk /asp/2014/8/pdfs/asp_2014 0008_en.pdf **CP training** **Autism awareness training** Other training as appropriate	Ongoing	All staff aware of statutory obligations and trained to meet the needs of children in their care.	3.1(2)	
Regular school Self Evaluation of Child Protection procedures	**School Leadership**	ASL team DHT	ASL Team CP guidlines	Aug 16 onwards Monthly 'case study'	Adhere to best practice and meet professional obligations every time	2.1(1)	

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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)	
'Fair for all' 'Turn Your Life Around' 'Teenage Brain	**School improvement**	School staff and pupils Partner agency School staff	SMT	August 16 onwards August 17 onwards	Suite of programmes to support range of groups		
2017 Implement new study programme in S5 including Mindfulness. Core PE introduced into S5 as a result of parental	**School**	*Several departments* *PE department*	School staff PE Dept	August 2017 August 2017	Pupils develop suite of HWB skills Pupils are more active and healthier	2.2 Curriculum 2.2 Curriculum	

requests	**improvement**						
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 HWB CL	August 18 – June 19	Whole School overview of HWB coverage HWB coordinator to collate whole school coverage of E&Os and advise on gaps	2.1 2.4	Support from HWB Co-ordinator to raise awareness of HWB indicators HWB visible in classrooms and incorporated into lessons Display evidence on HWB noticeboard
Whole School focus on two SHANARRI indicators. Indicators to be selected based on pupil/parent survey.	**School improvement**	Whole School	HWB coordinator HWB CL	August 18 – June 19	Raising awareness of pupils HWB. Develop resilience across all stages	2.1 2.4	Pupil/Parent survey issued in August 2018 Survey revisited June 2019
All staff to be aware of HWB benchmarks and use HWB comments in reporting statements to parents	**School improvement**	HWB coordinator All staff	HWB coordinator HWB CL	August 18 – June 19	Parents will have an awareness of HWB of pupil.	2.3	HWB comment added to all faculty reports?.
Pupil HWB group to be formed. Aim to get meet each month.	**School improvement**	D.Collard	HWB coordinator	August 18 – June 19	Aim to raise awareness of HWB in BHS. Learner Voice	1.2 2.1	Group numbers. Attendance at assemblies Resources visible around school

Staff HWB group to be formed. Aim to get meet each month.	**School improvement**	D.Collard	HWB coordinator	August 18 – June 19	Aim to raise awareness of HWB in BHS.	2.1 2.4	Group numbers. Staff Involvement
Focus on Mental Health. Termly events to raise awareness of mental health and the support available	**School improvement**	School Staff HWB Staff/Pupil Groups Partner agencies	HWB coordinator	August 18 – June 19	Raising awareness of Support for Mental Health Programmes to support range of needs	2.1 2.4	Attendance at events throughout the year. Feedback from pupils
Implement new study programme in S5 including Mindfulness.	**School improvement**	*Several departments*	School staff HWB coordinator HWB CL	August 18 – June 19	Pupils develop suite of HWB skills	2.1	Feedback from Staff/pupils
Core PE introduced into S5 as a result of parental requests		*PE department*	PE Dept	August 18 – June 19	Pupils are more active and healthier	2.1	Feedback from Staff/pupils
Use of Validated Self Evaluation(VSE) in appraising our GIRFEC model		*Claire Paterson ASL team*	ASL team	November 2018	Validation of good process	3.1 Ensuring wellbeing, equality and inclusion	
HWB group to work towards UNICEF – Rights respecting Schools gold award	**School improvement**	All staff	J.Bellamy and F.Aleksandrowizc	2018/20	All pupils aware of UNICEF - Rights Respecting	2.1 2.4	Two year plan to gain Silver Award Pupil / staff presentations at assembly S1-S6

					School Award		**>80% of pupils surveyed are familiar with the well –being indicators** **>80% of pupils surveyed are comfortable and confident raising concerns**
Better capture and use of Pupil Voice		SLT LT gp CLs / teaching staff	Local resources/ questionaaires/ focus groups	2018 /19	Pupils feel voice is heard and acted on	1.1	
Development of school support Hub and participate in the Well-being academy programme.		PSO	City ASL team training	2018 /19	Vulnerable pupils better catered for	2.1 3.1	Pupil surveys
Developing the Mentors in Violence programme for S6 creating further leadership opportunities and building/reinforcing an inclusive and positive ethos.	**School improvement**	PSL and DHT	City ASL team training School ASL team	2018 /19	Pupil fulfilling leadership and safeguarding roles.	2.1 3.1	
Update Level 2 equalities training for all staff inc approp training for invigilators and coaches.		CP trainers	City CP trainers	2018 /19	All staff suitably trained and equipped to deal with CP issues	2.1 3.1	
'Fair for All' – to be							

				2018 /19	Showcase the inclusive and positive ethos and culture that exists in the school	3.1	
reintroduced as a timetabled activity		School staff	Partner agencies inc. CAHMS LGBTi+ gp etc				
Update the school equalities policy		PC	National advice		Ensure that we are compliant with national legislation and best practices.	3.1	
Other							
• *All staff to be aware of HWB benchmarks*	**School improvement**	*All staff*	*HWB coordinator*	*2017-18*	*All staff aware of HWB benchmarks*	*2.1*	
• *HWB group to start investigate UNICEF – Rights respecting Schools*	**School improvement**	*HWB – Staff group*	*HWB coordinator J O'Thy*	*2017-18*	*All pupilsaware of UNICEF - Rights Respecting School Award*	*2.1*	
• *Pupils HWB group to choose area in HWB to focus on for 2017-18*	**School improvement**	*HWB – pupil group*	*HWB coordinator*	*2017-18*	*All pupils have chance to voice their opinion on what we should concentrate on in 2017-18*	*2.1*	

Dept /Faculty Tasks to meet this task						
Other · ·						

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	Observable/ Measureable aim
Highlight to parents/carers a range of supports via our website, school staff and partner agencies to support their child's learning	**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)	
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)	
Dept /Faculty Tasks to meet this task - to							

include:							
appropriate information on department web pages							
•							
use of properly differentiated materials							
•							
clarity around assessment tasks/deadlines							
•							
Other							

Priority 3c: Highlight and provide

Parent and/carer support around

 children's emotional wellbeing

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

Tasks	**NIF Key Driver**	By Whom	Resources	Timescale	Impact	Quality Indicators that apply	Observable/ Measureable aim
Highlight to parents/carers a range of supports via our	**Parental**	SMT SfP leaders	Teen Triple P Crew	June 16 onwards	Parents have accessible	2.5(2) 3.1 (1)	

website, school staff and partner agencies to support their child's emotional well being	**engagement**		Mary Alexander Tree of Knowledge Website		resources to assist them	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 *All staff to be aware of HWB benchmarks and use HWB comments in reporting statements to parents.*	*School improvement*	*HWB coordinator All staff*	*HWB coordinator*	*Ongoing 2017-18*	*Parents will have an awareness of HWB of pupil.*	*2.2* *2*	
Further embed HWB into the curriculum and wider life of the school	**School improvement**	HWB Coordinator	Assemblies PSE HWB rota House system Positive discipline HWB coordinator	2018 - 2019	HWB integral part of life at Boroughmuir High School	2.1 2.4	Evidence of HWB across the school celebrated on HWB noticeboard.

Dept /Faculty Tasks to meet this task						
Other						
• •						

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

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	Observable/ Measureable aim
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 cuture	2.2(2) 3.3(4)	**2016 Benchmark** Zero pupils studying Chinese **2017 Target** Introduce into S3 and other years as taster Inroduce into S1 in

							2017 **2017 Result** Full set uptake in s1 **2018 Target** Continued high uptake in S1 100% pass rate for S4 in SQA exams **2018 Result** **2019 Target** 100% pass rate for Higher cohort in SQA
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 WS IDL audit	**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)	
Dept /Faculty Tasks to meet this task **Other** • •							

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	Observable/ Measureable aim
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)	**2016 Benchmark** No previous link with HK schools **2017 Target** Have in place exchange with HK school **2017 Result** Hk pupils visited Bmuir Bmuir pupils visited HK **2018 Target** Maintain and develop links **2018 Result** **2019 Target**
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 continuing to improve pathways into work in	**School improvement**	DYW working group	SDS	Aug 17	Increased clarity on pathways to work	3.3 Creativity & employ ability	**2018 DYW Co-ordinators Appointed**

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	2**018** **56% of school cohort registered** **2019 Target** *75% of cohort registered* **2020 Target** *90% of Cohort Registered*
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	*2019* *Implement Careers Rota for All S5*
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	**2018** **Digital Literacy introduced to S5 Rota** **2019 Target** *Embed Digital Literacy ourcomes in S1 classes*
2017 Creation of new employability skills working group Mapping skills across the BGE in context of all subject areas and	**School improvement**	Claire Paterson DYW working gp	Various	Aug 2017 onwards		1.2 Leadership of Learning	**2018** **DYW Coordinators appointed** **2019 Target** *Audit skills in departments*

IDL links						Clarity in skills development and pathways to professions	Add one new partnership with a company
Raising staff awareness and confidence in using My World of Work.	**Parental Engagement**	Clive Hembury					*Engage with DYW local co-ordinators to improve employability skills*
Appoint 8 MWW ambassadors in senior school		SDS				1.3 Leadership of change	
Implement Programme of Parental volunteers to provide careers information		Claire Paterson				1.4 Leadership and management of staff	**2020 Target** *Review audit and look at how can plug any skills gaps*
Alternative new pathways to meet needs of some pupils		Parent Council				2.2 Curriculum	
Developing skills in digital literacy in S1/S2/S5 via whole school programmes.		Computing dept				2.7 Partnerships	
New partnership with local business partner (Dentsu Aegis) to provide input and support in employability agenda	**School improvement**	Claire Paterson				3.3 Creativity & employability	
Engage in Education Scotland /CEC review of Career Education Standard / Work Placement Standard (CES/WPS)		ES CEC Tommy Highes	SDS ES/ LA		Sep 17 – Feb 18	Evaluation of progress in implementing CES/ WPS	

						3.3 Creativity & employability	
2018 Implement Programme of Parental volunteers to provide careers information. Share16+database information re preferred route/occupation with parents who organise Engage events in the hope these can be more strategic in planning what is being offered to young people	**Parental Engagement** **School improvement**	DYW coord DYW coords/ group	Parent council; Parent body Parent council; Parent body	Aug 18 onwards Aug 18 onwards	Additional and reliable resource that is able to provide a wide array of carer education	1.2 1.5 3.3	By June 2019 > 80% of pupils surveyed are confident about skills developed and used in a range of subjects and their application beyond school
Implementation of Youth Philanthropic Initiative (YPI) into junior and/or senior school with S2	**School improvement**	Ailsa Stratton English dept	YPI regional coordinator	Aug 18 onwards	Develop creativity, enterprise and a sense of philanthropy in our young people.	3.3 2.7	
Mapping skills across the BGE in context of all subject areas and IDL link.	**School improvement**	Clive Hembury Liz Deighton	IDL coordinator	Aug 18 onwards	Skills are clear for pupils and staff	2.2 3.3	

Tasks	NIF Key Driver	By Whom	Resources	Timescale	Impact	Quality Indicators that apply	Observable/ Measureable aim
DYW 16+ calendar of events to be shared with all staff		Claire Paterson	SDS		A clear progression of DYW events that help build young people's skills for life, learning and work	3.3	
<mark>**Dept /Faculty Tasks to meet this task**</mark> **Other** ● ●							

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

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	Observable/ Measureable aim
<mark>Be aware of need to work effectively and efficiently at all levels</mark>		SMT All staff	Government advice Professional associations	ongoing	More manageable workload	1.3(1) 1.4(3)	

Dept /Faculty Tasks to meet this task •							

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

Other faculty priorities **Commissioning of a new school**	**School improvement**	All staff	All staff New School Coord. CEC	By Jan 17	Minimise disruption to pupil's learning during move Enhance quality of learning experience after move	1.3(1) 1.5(2)	
2018 Commissioning of a new extension to new school	**School improvement**	All staff	All staff New School Coord. CEC	By Aug 2020	Minimise disruption to pupil's learning during period of overcrowding	1.3(1) 1.5(2)	
Development of Leadership at all level across the school	**School improvement**	SLT CLs Staff Pupils	SLT Columba 1400 Outward Bound Own school staff	Aug 18 Throughout 2018/19	Develop leadership throughout school		

Boroughmuir Cluster Primary Schools Improvement Plan 2018-21

Key Areas for School Improvement

NIF Priority 1 **Improvement in Attainment, Particularly in Literacy and Numeracy.**	QIs/Themes • 1.1 Analysis and evaluation of intelligence and data • 1.2 Professional engagement and collegiate working • 2.3 Effective use of assessment • 3.2 Attainment in Literacy and numeracy

Cluster Priority	Aim: to raise attainment in literacy and numeracy through consistent approaches to learning, teaching and assessment.	Overall Responsibility	
Outcomes	Almost all stakeholders can identify and discuss learners strengths and next steps through use of holistic assessment		

Tasks	By Whom	Resources	Time	Impact/ Progress
• DHTs across cluster meet to plan delivery of programme	• Cluster DHTs	• 3 x meetings @ Deanbank	• 22nd August 08:30 • 3rd October 08:30 • 5th Dec 13:00	
• Cluster Induction for new staff	• 1 x DHT each school	• 1 hr CPD	• 29th August 16:00 – 17:00 SMPS	
• Carry out a holistic assessment in literacy and numeracy to identify pupil progress and next steps	• Cluster teachers • Curriculum leaders	• Banked cluster assessments (17-18)	• By October break	

• Induction, reflection and moderation of assessments	• Cluster teachers • Curriculum leaders • DHTs	• In-Service 3	• Inset 3 22nd October 13:30-15:30 Venue TBC	
• Design additional holistic assessment • Deliver assessment	• Cluster teachers • Curriculum leaders • DHTs	• 2 x CAT - 13:30 • Assessment bank	• 26th October • 23rd November • Assessments delivered by December 2018	
• Moderation of assessments • Gather evidence of impact • Evaluation of priority and next steps	• Cluster teachers • Curriculum leaders • DHTs • HT	• In-Service 4 • Pupil/ Parent sample groups	• Inset 4 • 8th January 2019 13:30-15:30 • Venue TBC	
• Draft Assessment policy to reflect use of holistic assessments and next steps	• HT • DHTs • Cluster teachers	• Cluster HTs meeting	• 21st February 2019 • SMPS	
• Allocate additional staff time and personalised resources to support and challenge identified pupils' needs.	• HT • DHTs • BM	• Pupil Equity Fund (PEF) • Teaching time • Support time • Resources • Training from Pivotal Education [BPS and BPS] • Paul Dix book and CPD [SMPS]	• August 2018	

NIF Priority 4	QIs/Themes
Improvement In Employability Skills And Sustained, Positive School Leaver Destinations For All Young People	• Analysis And Evaluation Of Intelligence And Data • 2.3 Effective Use Of Assessment • 2.3 Planning, Tracking And Monitoring • 3.2 Attainment In Literacy And Numeracy

Cluster Priority	Increase knowledge and range of employability skills schools across the cluster.	Overall Responsibility	
Outcomes	To increase awareness and application of skills for learning, life and work in order to achieve the outcomes of Developing Scotland's Young Workforce.		

Tasks	By Whom	Resources	Time	Impact/ Progress

• Create cluster RAFA plan to detail project with the following drivers:-
  o Learning and Teaching
  o Teacher Professionalism
	• Cluster HTs	• Meeting Time	• Cluster HT meeting	

• Survey pupils, staff and parents to get benchmark information	• Cluster HTs	• Meeting time • Time to complete survey	• By August 2018	

• Implement cluster RAFA plan	• All cluster colleagues	• See plan	• 6 x 1.5hrs CAT Sessions	
• Survey pupils, staff and parents to evaluate project and agree next steps.	• Cluster HTs	• Meeting time • Time to complete survey	• May 2019	

Boroughmuir Cluster Primary Schools Improvement Plan 2018-21

Improvements in Attainment for all Learners.

Closing the Attainment Gap between the most and least disadvantaged learners

Improvements in children's Health and Wellbeing

Improvements in Employability skills: Skills for Learning Life and Work

Promote Accessibility and Equalities in particular for children with Autism

How will we know if we are being successful?

Aim :

Primary Drivers

Secondary Drivers

Activity

To increase awareness and application of skills for learning, life and work in order to achieve the outcomes of *Developing Scotland's Young Workforce*

Quality Learning and Teaching

Q.I. 2.3

Teacher Professionalism

NIF 2

- Aifl:
- Skills Progression
- Curriculum Design
- Engagement in Learning:
  - children leading learning,
  - Pupil voice,
  - application of skills

- DYW
- Understanding application of skills

- Cluster CPD activity: 3 x 1.5 hr 15:45-17:15
- Ind. School CPD activity: 6 x 1.5 hrs
- In service: 3 x ½ days

Effective questioning (1 CAT by level) 11th Sept 15:45-17:15

Thinking skills (1 CAT by level) 8th October 2018

Understanding the Learning: engagement, SC, targets, next steps (2 CATs by School)

Planning: Children leading planning, floor book, personalisation and choice (Mind stretchers speaker) Jan 2018 + 1 CAT by school / Buckstone PT)

Curricular review 1 CAT, by school

What is DYW? Presentation and discussion

a.m 22 October 2018

Skills for Learning, Life and Work (4 capacities) 1 x Cat Wed 20th February '19

Audit of DYW; Ed Scot. 1 CAT by school

A cluster programme of World of Work. By Ind. school

Survey Monkey Self-evaluation

Entry and Exit Pass evidences increased knowledge of employability skills

SCE identifies effective questioning and thinking skills being used in almost all classes

Co-generated S.C. support children in understanding their learning

Staff report increased awareness of pupil centred planning

An IDL/CA which captured pupil voice through planning has been delivered and evaluated

Consistent approach to relationships linked to learning across the school

Audit of DYW has informed the identification of Employability skills across the BGE curriculum

Staff report increased awareness and understanding of skills for learning, life and work