BOROUGHMUIR HIGH SCHOOL

Standards and Quality Report 2018 /19

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: 2018 – 2019

Improvement Plan for session: 2019 - 2020

How Good is our School?

Context of the School

Boroughmuir High School is situated in the Fountainbridge 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 1296. S1 this year has an intake of 260.There are 188 pupils in S5 and 164 in S6.

The current basic staffing is 89.4 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 2018 and previously in November 2012.

Capacity for Continuous Improvement

Boroughmuir High School has an ethos of collegiate working and professional engagement providing the essential fundamental elements for continuous improvement.

Reflective practice coupled with robust systems of self-evaluation allow the setting of clear improvement targets. Looking inwards, looking outwards and looking forwards are key elements in ensuring that innovation and best practice prevails in our school.

Raising attainment for all whilst pursuing equity and closing the poverty related attainment remains a major whole school priority.
Teacher professional enquiry as part of a culture of active and dynamic career long professional learning ensure that we have the highly skilled an informed teacher workforce that we as a school need.
High quality teaching and learning in the context of high quality teacher and pupil engagement are key to success in this area. Teachers are increasingly confident in making reference to employability skills and referencing the career education standard.
We have high quality partnerships with partner agencies, training providers and employers which all contribute to ensuring that the goal of a sustained positive destination post school is achieved so that all our pupils achieve the very best outcome for them.

We believe that we are performing at a *Good* level in all of the Quality indicators assessed in this report and *Very Good* in the measure of Attainment and Achievement.
We do believe however that we the capacity to continuously improve and as a school we aspire to *Excellence* in all measures

Leadership of Change

Themes
- Developing a shared vision, values & aims relevant to the school and its community
- Strategic planning for continuous improvement
- Implementing improvement and change

Our Illustration

- **Developing a shared vision, values & aims relevant to the school and its community**

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

Our Values:- RESPECT, EQUALITY, JUSTICE, EMPATHY, INTEGRITY

Our staff are committed to ensuring the highest standards and success for all learners. We show a commitment and share educational values and professional standards. Almost all staff agreed in our recent whole staff survey that the school vision underpinned their work. Almost all staff agreed or strongly agreed that the school is well led and managed.

SLT and all staff promote, demonstrate, imbue these values
Friday SLT/CLs meeting and whole staff every Friday break allows sharing of values across staff.
Accessible SLT, Pupil Support and Office staff
We are a happy school, an inclusive school where pupils take pride in THEIR school

Pupils and parents understand our curriculum and its rationale. Our Curriculum reflects the values and standards within our community and reflect social, economic and cultural context.

Pupils and parents understand our school structures i.e Year Head system, House system. They know who to contact, where to go for help.

Twitter and website promotes parental engagement

Parent Council sub-groups (5), high attendance at SLT Information Evenings (e.g. S1 Maths Info Evening, S2 Choice Fair, S1 Welcome Evening) and parents' evenings all demo0nstrate the level of parental engagement with the school.

High Pupil engagement through well-structured pupil council (e.g. HWB pupil and parental questionnaire)

Our School is always responsive to feedback

- **Strategic planning for continuous improvement**

Time is identified for :-

Improvement Planning – May in-service
Self-Evaluation / Quality assurance – exam leave periods/ in-service
Collegiate learning – in-service/ CAT/ twilight

All teachers are involved in School Improvement planning – May in-service
- Whole school priorities – developed by SLT from whole staff faculty returns for 2.3/3.1
- Additional Faculty priorities
- Cluster Improvement plan

Pupil council review whole school plan
- Whole school priorities
- Propose to develop Pupil Council priorities

Parent council review whole school plan (proposed 19/20)
- Whole school priorities
- Propose to develop Parent Council priorities

Whole school evidence comes from 2.3 and 3.1 returns and previous year's S&Q report.
Plans should complement and Support one another

- **Implementing Improvement and Change**

It is our belief that the improvement of existing systems should be looked at first before embarking on whole-scale change.
We have a well-established programme of school improvement planning that all involves all teaching staff and engages other stakeholders
There is a long established Professional learning programme as well as a number of new leadership programmes including Practitioner Enquiry involving partnership working with Strathclyde University.

Next Steps

Leadership within school improvement groups to be developed
Wider parental input at Parent Council to support school improvement
Greater teacher (non-promoted) input via new Teacher Council.
Consolidate school improvement and consider change when really necessary.
Greater involvement of parent stakeholders in improvement planning

Learning, Teaching and Assessment

Themes
- Learning and Engagement, including use of digital technologies
- Quality of Teaching
- Effective use of Assessment
- Planning, Tracking & Monitoring

Our Illustration

Learning and Engagement
- The ethos and relationships are positive in our school and learning provides challenge and enjoyment for almost all learners. These are supported by our shared vision and values.
- Almost all learners are motivated by a wide range of learning experiences within and beyond the classroom. Most faculties offer a wide range of trips and wider learning opportunities throughout the school year to motivate and engage learners.   IDL opportunities continue to develop throughout BGE and Senior Phase.
- All pupils from S1-S3 take part in an annual Activity Week which strengthening relationships and offering opportunities for all pupils beyond the classroom. Pupils make good progress through the BGE and Senior Phase - whole school attainment is excellent and continues to improve reflecting the enthusiasm of learners and ethos of our school.

- Views of the majority of young people are sought and acted upon at faculty level and whole school level. Almost all pupils report feeling safe and happy at our school. Boroughmuir Learning and Teaching publication (BLT) now shares excellent learning and teaching every term with our wider community.

Quality of Teaching

- Teaching is underpinned by our school vision. The nurturing approach by teachers is demonstrated by the calm and polite atmosphere reported by visitors to our school. Relationships between pupils and staff are positive and pupils are challenged to achieve their potential. Pupil voice feedback supports this.
- Increasing use of digital technology enhances and enriches learning in most areas of the school and young people demonstrate this with confidence. The use of new (and more) technology in our new school is already improving this experience for more learners.
- Faculties demonstrate excellent practice which has been shared on in-service days. We are continuing to provide opportunities through "in house CLPL" to improve skills and confidence of teachers in order to continue provide more opportunities for all learners.
- Opportunities for pupils to lead learning are increasing across the school and we are working to increase and develop these opportunities.
- In the majority of lessons learning intentions are explicit and progress visible for learners. Consistency of learning experience is promoted by the ethos and collaborative practice in faculties.   We need to further develop good practice in use of plenaries and feedback.
- Following a pilot last session, one third of our teaching staff are undertaking "Practitioner Enquiry" next session. This will aim to continue to improve quality of teaching and reflection.

Effective Use of Assessment

- Range of assessment approaches are visible in many classrooms across the BGE - formative and summative data alongside teacher assessment against benchmarks and feedback.   In the senior phase there is also a shift towards a more varied approach towards assessment.
- Some interesting (and fun) practice using digital approaches to assessment are in use and have been shared on in-service days. Learners skills, knowledge and attributes are assessed throughout the year in different ways to offer a range of approaches and this is becoming more of an integral part of learning and teaching.
- Moderation processes are developing in line with benchmarks in BGE and arrangements within Senior Phase. Some faculties have robust policies in place. This is a main focus of our improvement planning next session.

Planning, Tracking and Monitoring

- Planning and tracking in our school is good and improving. Pupils are well known by staff and relationships are positive.   Faculties all now use Edinburgh Tracking Database to track learners progress and some use variety of methods for tracking progress in learning.   Some involve learners in planning learning.
- We have a "Cause for concern" system and use Edinburgh Tracking Database to track aspects of learning. "Cause for Concern" data is tracked weekly by our ASL team (including DHTs) who discuss pupils requiring further interventions in learning or welfare.
- Our current system sits alongside our "Support Directory" which is accessible to all teachers to ensure we meet the needs of all learners. This is being updated in line of work with our focus on closing the gap with our PEF funding.
- Teachers are increasingly aware of pupils facing hardship through the work of Support for Pupils and our PEF Co-ordinator. PEF co-ordinator tracks closely our targeted groups.
- We need to continue to make progress and learning more visible for pupils. Some pupils are not always aware of their progress in learning or how to articulate it.

Next Steps

- Differentiation and Assessment and Moderation are our focus next session
- Whole Cluster In-service Day on October 21st will support L&T
- Development and support of colleagues undertaking Practitioner Enquiry
- Continue to develop Pupil Voice and Learner Participation

Ensuring Wellbeing, Equality and Inclusion

Themes
- Wellbeing
- Fulfilment of Statutory Duties, <u>including presumption of ASN for Looked After, unless assessed to the contrary, and specific arrangements for support to improve outcomes</u>
- Inclusion and Equality

Our Illustration

- **Wellbeing**

Our school community has a shared understanding of wellbeing underpinned by our shared vision and values which was reviewed prior to moving into the new Boroughmuir High School. All members of the school community are expected to take responsibility for establishing positive, supportive relationships, promoting a safe and secure learning environment.   Almost all pupils report feeling safe and happy at our school.

Relationships across the school community are positive and supportive, founded on a climate of mutual respect within a strong sense of community, shared values and high expectations. All faculties actively consider the wellbeing of young people through the "Cause for concern" system which flags up any young

person giving cause for concern on a weekly basis. The CfC system data is tracked weekly by our ASL team (including DHTs) who discuss pupils requiring further interventions in learning or welfare. This allows early intervention and identification of issues.

The Cause for Concern (CfC) system sits alongside our "Support Directory" which is accessible to all teachers to ensure we meet the needs of all learners. This is being updated in line with our focus on closing the gap through our PEF funding.   Teachers are increasingly aware of pupils facing hardship through the work of Support for Pupils and our PEF coordinator.

Most departments adopt an "open door" approach to pupils and provide additional support in their learning out with classroom time. Most young people are polite and considerate to their peers. Most S6 students participate in a committee or have a leadership role in the form of prefect duties or in class peer support.

Views of young people are sought and acted upon at faculty level and whole school level. The Pupil Council provides a representative voice for our pupil community and has been particularly active this session, most recently conducting a L&T evaluation with pupils across all year groups.

We achieved the Rights Respecting School Bronze award in June 2018 and are currently working towards Silver.

Following our move to the new school building "The Hub" has been set up as a nurturing environment where all pupils who require it feel safe and secure. This resource is used both during class time to support learners with ASN and at social times.

The SFL department have a bespoke registration group used to meet and greet pupils in the morning and provide a smaller and more nurturing environment to those who require it.

Our PSO attended the Wellbeing Academy training and is now able to deliver LIAM as part of her role and has developed an S1 nurture group.

S6 pupils were trained as peer educators in MVP in August 2018. There has also been a new initiative to match up S6 pupils with S1 pupils who may need additional support with the transition to secondary school. This "Buddy" system has been positively received.

A full evaluation of the SHANARRI indicators took place at the beginning of 2019, using registration time to ask pupils to engage with the indicators and tell us what is working well and what we could do to improve. The HWB coordinator is looking to focus on these next session.

A whole school HWB fair was held in March with every year group attending for an hour. This looked at health and wellbeing holistically.

- **Fulfillment of Statutory Duties (with specific reference to Looked After children**

Teachers, parents and pupils are involved in fulfilling statutory duties to improve outcomes for our young people. Staff are familiar with GIRFEC approach and the use of well-being indicators for planning and determining student needs is embedded within pupil support. Child protection update training is delivered to staff on an annual basis to ensure staff are up to date and know the importance of passing on information. All staff have engaged in level 2 CP update this session. Staff from subject departments undertake CPD provided in house or by external agencies to help support pupils with additional needs.

Looked after and other care experienced young people are monitored and tracked through weekly ASL meeting.

- **Inclusion and Equality**

Most children and young people feel supported to do their best. Most learners are included, engaged and involved in the life of the school. We understand, value and celebrate diversity and challenge discrimination. In our school age, disability, gender reassignment etc are not barriers to participation and achievement. The curriculum provides young people with opportunities to explore diversity and multi faith issues. Themes covered in social subjects address wellbeing concerns such as inclusion, prejudice and racism.

Our "Set for S3" programme was introduced in April 2018 and has continued as pupils in our targeted group entered and continued their learning in S3. This health and wellbeing intervention has included the developed of life, social, communication skills and as well as outdoor education experiences.

The wellbeing of young people in SIMD 1-3 & FSMs is flagged up through our support for pupils/learning and DHTs and link directly to the PEF coordinator. This system data is tracked by the PEF coordinator who discusses pupils requiring further interventions in learning. This allows early intervention and identification of issues.

Tracking and monitoring information includes data on FSM & SIMD 1-3 and Teachers are increasingly aware of pupils facing hardship through the work of Support for Pupils and our PEF Coordinator.

Next Steps

- Continue to gather feedback and improve pupil voice at all levels
- Continue to work towards Rights Respecting School Award Silver level
- Continue to look at developing strategies to close the gap
- Complete Seemis ASN data as accurately as possible in line with CEC policy
- Create a clear criteria for pupil referrals to the HUB
- Develop strands of the HWB whole school evaluation
- Develop Office 365 referral /CfC system
- Update CEC autism training for all staff in August 2019
- Add CP leaflets to new staff induction packs and ensure raised awareness of CP procedures with invigilators and coaches
- Review the Equalities policy
- Work with departments to develop more effective systems for gathering evidence for the SQA AAA process

Raising Attainment and Achievement

Themes
- Attainment in Literacy and Numeracy
- Attainment over time
- Overall Quality of learners achievement
- Equity for all learners, <u>including specific reference to Looked After children and other Equity cohorts</u>

Our Illustration

- **Attainment in Literacy and Numeracy**

S1 – 3 Broad General Education (BGE) – 2019 Progress in Literacy & Numeracy at end of S3 inc Stretch aims:-

	achieve CfE level 3					achieve CfE level 4			
	2018	2019 Aim	2019 Actual	2019 VC		2018	2019 Aim	2019 Actual	2019 VC
Attainment in literacy (writing) by end S3	100%	> 99%	99.5%			88%	> 89.5%	92%	
Attainment in numeracy by end S3	100%	> 99%	99.5%			87%	> 87%	84.9%	

S4 – Senior Phase – 2019 Progress in Literacy & Numeracy at end of S4 inc Stretch aims:-

	achieve SCQF level 4					achieve SCQF level 5			
	2018	2019 Aim	2019 Actual	2019 VC		2018	2019 Aim	2019 Actual	2019 VC
Attainment in literacy (writing) by end S4	99.5%	> 99%	97.2%	95.6%		93.4%	> 94%	90.6%	86.3%
Attainment in numeracy by end S4	96.5%	> 99%	96.7%	91.6%		82.3%	> 83%	84.6%	74.9%

ALMOST ALL pupils are achieving literacy and numeracy at SCQF3. Only school refusers fail to attain this.(x)

ALMOST ALL pupils are achieving literacy and numeracy at SCQF4. Only school refusers fail to attain this.(x)

ALMOST ALL of pupils attain SCQF level 5 Literacy and **MOST** pupils attain SCQF Level 5 Numeracy

All these values are above the VC

(almost all - over 90%; most 75-90%; majority 50-74%; less than half 15-49% ;few up to 1

Stretch aims for SIMD 1 – 2 in Senior Phase

	achieve SCQF level 4					achieve SCQF level 5			
	2018	2019 Aim	2019 Actual	2019 VC		2018	2019 Aim	2019 Actual	2019 VC
Attainment in literacy (writing) by end S4	100%	> 99%	75%	82.5%		100%	> 85%	75%	55%
Attainment in numeracy by end S4	80%	> 85%	100%	67.5%		60%	> 67%	50%	32.5%
	5 in cohort					5 in cohort			

- **Attainment over time**

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

	2015	2016	2017	2018	**2019**	2019 City Ave
By the end of S4						
5@ Level 3+	95	96	94	98	97	84
5@ Level 4+	94	96	94	98	95	77
5@ Level 5+	75	80	80	77	78	43
By the end of S5						
1@ Level 6+	81	86	89	90	85	59

3@ Level 6+	66	67	74	73	69	38
5@ Level 6+	36	37	50	52	42	20
By the end of S6						
1@ Level 6+	84	88	93	90	96	66
3@ Level 6+	70	75	75	80	79	49
5@ Level 6+	59	60	64	68	70	36
1@ Level 7+	38	45	53	52	58	27

- **Overall quality of learners' achievement**

Overall, the vast majority of our learners are achieving well and developing the 4 capacities as well as skills for life, learning and work.

- **Equity for all learners, including specific reference to Looked After & Equity**

We have effective systems in place to promote equity of success and achievement for all pupils such as the "Cause for concern" system which identifies any changes in behaviour; Wellbeing concerns also allow staff to highlight concerns to guidance for overview. Weekly ASL allows us to check progress of vulnerable groups such as YC and LAC and monitor progress.

All staff are aware of pathways for pupils and of Support for Learning (SfL) referral procedure. Strategies for working with pupils are listed on the support directory and an analysis of needs for each year group provides staff with a quick reference guide to potential barriers to pupil learning. Funding is available to pupils for school trips where a need is identified.

We have a school counsellor to work with pupils on an individual basis to provide additional support and guidance if required. Staff mentoring is in place for pupils in S4 and S5 who have been identified as requiring additional support in the lead up to exams and completion of course work.

Staff have recently established a uniform exchange to make uniforms more readily available at a reasonable price.

All staff have had 1 in 5 poverty training and the PEF coordinator works closely with an identified group of young people, identifies gaps and engages with strategies to close any identified gaps.

AAA system well established and in place to reduce barriers to pupils' success in assessments for SQA and other assessments. Interpreters are provided for families at parents' evenings and YPPMs when required.

Pupils are made aware of EMA and FSM entitlement. Letter was emailed home re FSM to raise awareness/EMA in bulletin.

At least one ASL per term is devoted to 16+ positive destinations. Our figures for young people moving into positive destinations is above the national average. Our SDS career coach is highly involved in the life of the school and delivers CMS to pupils and conducts one to one interviews at key identified times in the year. She has also been involved in staff training re MWOW and CES. The Career Ready programme is made available to identified young people.

Next Steps

We will continue to focus on closing the poverty related attainment gap through active interventions for identified groups o pupils.

Leadership of Learning

Themes
- Professional engagement and collegiate working
- Impact of career-long professional learning
- Children and young people leading learning

Our Illustration

- **Professional engagement and collegiate working**

A whole school HGIOS staff evaluation using Office 365 has been used to highlight and identify areas of strength. An important outcome of this was staff recognising and supporting the planned opportunities for whole school collegiate working. These have been highlighted and addressed within CAT, In-service and School Improvement plan. This includes a focus on key national priorities including Developing Scotland's Young Workforce and the Scottish Attainment Challenge. Further school working groups provide a range of distributed leadership opportunities. A number of these are supported through a weekly time allocation (e.g. literacy, numeracy and DYW) and also seconded roles for PEF and Tracking, Monitoring and Reporting. Staff leading improvement groups attend SLT meetings to review vision and impact of role. Each produces a standards and quality report available for all. CLs and classroom teachers are supporting L&T improvements. These are evidenced through Sharing of Classroom Experience. This process has been streamlined by SLT including SLT providing cover for this to occur.

Teaching staff have been engaged in the review of performance of pupils who may be at risk of underperforming due to social inequality as part of the Scottish Attainment Challenge. The SLT has overseen the introduction of a new Practitioner Enquiry' whole school improvement group has been

successful in developing a model including partnerships with Strathclyde University. Collegiate feedback to all staff is supporting greater dialogue between teachers.

Opportunities for all colleagues to develop their knowledge and confidence in using attainment data have been provided by INSIGHT CPD sessions with SLT and teaching staff.

Pedagogy approaches are developed and supported by SLT through the school L&T working group and this included L&T input within all in-service days. Staff are empowered to support these activities. SLT are engaged in the CEC L&T Strategy Group. An ethos of professional engagement and collegiate working is evident across our cluster. The very successful 'Bring Your Parents to School Day' (occurring annually) involving c60 parents is an excellent mechanism for teaching staff to maintain and build constructive relationships with parents fostering the learning culture within the school. Feedback from parents having experienced a full day's immersion within the school is very positive. Further parental engagement sessions take place including Numeracy Support and the S2 Course Choice Fayre both involving and engaging parents.

CLs meet weekly with SLT to discuss key issues and there is a string culture of department and wider faculty meetings supporting a positive and supporting school culture of improvement. These meetings are often used to engage with and prepare SIP/QA returns as per the Quality Assurance calendars. There are further opportunities for termly professional dialogue through CL and SLT faculty links.

Developed by the HT, SLT and CL input, the school has developed a revised and more concise school improvement plan with more easily understood improvement priorities and greater scope for whole school improvement groups to deliver on successful outcomes.

- **Impact of career-long professional learning**

All staff engage in self-evaluation using the relevant professional standards and maintain an effective record and portfolio of their own professional learning and development and a professional learning action plan. The school's Professional Learning Coordinator works closely with SLT and the whole school teaching staff and provides a consistency of experience for all undertaking the PRD process. This includes mid-session PRD meetings offered to all staff. Outcomes from all staff members PRD use used to develop plans for professional learning sessions within and out with the school. The comprehensive twilight professional learning program has to date been led by 39 different staff from across the school.

The HT and SLT have developed a Leadership Academy. This included an SLT/CL Residential in which Senior and Middle Leaders spent twenty four hours engaging in identified leadership values. An overview has been cascaded to all staff and further developed in the school's Developing Leadership Program (DLP) based on SCEL materials with 17 staff opting in from a range of curricular areas. It was facilitated by 5 CLs who completed the SLT/CLs Leadership Academy. A similar follow up session is planned for 2019-20 involving SLT, CLs and teaching staff on the TLP.

Significant in school professional learning undertaken during CAT time based around the Growth Mindset has supported the consistency in which teachers support pupils with their attitudes towards learning and the strategies to foster improvements. Teaching staff are heavily involved in developing SQA qualifications and many support each other during SQA exam periods. This helps to ensure high professional standards. SLT are supportive and see the benefits to the staff and young people.

- **Children and young people leading learning**

The school has a vibrant and effective pupil Head Team and House Captains, Prefects and other pupil working groups. They are very well supported by SLT and other school staff and take a lead in many whole school events. Many of this group participated in a residential leadership academy at the start of the session and this will be repeated this session. Young people have led the successful Mentors in Violence Programme (MVP) . The Sports Leaders support the school in a variety of engaging ways including supporting a whole school HWB Fair and have been supporting groups of retired people within our community.   The Pupil Council is active and supported by a number of teachers. The Pupil Council takes a lead on areas of identified need (e.g. development of a Diversity Fair). Additionally, a L&T audit was completed by c700 pupils in S1-6 with the aim of increasing learner participation at all levels and stages.

Children are largely active participants in high quality lessons using a wide range of learning and teaching approaches utilizing a range of environments and creative teaching approaches.   The implementation of a new Tracking and Monitoring system (EdICT) has enable children and staff to more effectively identify the progress being made in their own learning. There is evidence of increasing children's confidence and skills when leading their own learning. Children are encouraged to discuss this with their teachers and parents.

Pupil Support, Careers Advisors and DHTs provide a valuable support network for children to make informed choices relating to their learning and in decision making.

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Next Steps

- Further embed 'Practitioner Enquiry' whole school improvement group with targets based on individual, department and whole school priorities with a focus on learner impact. Through this and other leadership opportunities staff will be encouraged and supported to identify and implement a whole school improvement initiative.

- Ensure opportunities for critically engagement of research, policy and developments in learning and teaching targeting the SIP aims
- Develop the school culture of peer support and challenge and support staff to make use of the Framework for Educational Leadership and Scottish College for Educational Leadership (SCEL)
- Children are to have a more consistent understanding of what 'Progress' looks like within the S1-3 BGE.
- A Teacher-SLT representative will be elected to support collegiate working at all levels
- Support the CEC L&T Teach Meet professional learning sessions especially through our own planned cluster primary-secondary CPD sessions
- Support the Pupil Council in delivery of its identified aims
- Develop opportunities through the school improvement plan to encourage greater opportunities in all classes for pupils to feedback on their learning.

Equity and Best Value

Pupil Equity Fund

- Information about the approaches taken to improve outcomes for targeted children
- Information about the impact
- Statement about Exceptional Spend

Approaches and impact of financial spending

Our targeted inventions have met the needs and the objectives of our programmes and interventions. Our strongest partnership is with CLD. It does not cost to provide this service and the value for money is outstanding. The support and 1:1 workings that CLD provided ensures that our pupils are supported and developed in their learning. As part of the Set for S3 programme, we ran a series of 8 workshops both in school and out with. Overall our group rated the learning and experience as very good. and part of this programme had two outdoor experiences. These were delivered by another partner – Bridge 8. Again, the cost was very low (£120 for two sessions) and the value for money was very good.

Our partnership with Outward bound allowed the Set for S3 programme to be expanded further to include a Bibliotherapy session in school with the school librarian (free of charge). This was followed up with a week-long residential course at Loch Eil. This course worked on key skills for life, learning and work and had wider achievement accreditation to it. The value for money was very good as ten learners in S3 undertook the week-long course and two S6 pupils came as part of the leadership group. This impacted the learners significantly and all highlighted the positive experience and skills they developed.

Our third partnership working has been with RUTs. Five of our Set for S4 pupils undertook an 8-day urban boxing outreach programme. The programme was outstanding and rated highly for value for money. Our pupils enjoyed the course and all achieved SQA personal development units. This will allow them to achieve more tariff points and not only help raise their attainment but also develop their skills for life, work and learning and start them on their journey towards a sustained positive destination.

We also have a literacy/attendance and a health and wellbeing interventions that are incorporated into the schools drive for improvement in closing the attainment gap. These interventions are part of school based interventions that uses staff and senior pupils as positive role models and provide targeted 1:1 support and mentoring. These interventions are excellent value for money, as they do not require any financial input from the PEF fund and grow leadership capacity in our staff and also our senior pupils.

Breakdown of Exceptional Spending

- *Appointment of PEF leader* – cover was supplied in the PE department to appoint a PEF coordinator to lead the strategic direction of the PE improvement plan. This was one day per week and our PEF leader is responsible for leading and driving forward this priority: **£ 8500**
- *Outward bound course*- Week long residential course at Loch Eil as part of the Set for S3 interventions. This course focused on a targeted intervention developing key life skills and achieving wider achievement accreditation. **£1,350.00**
- *Learning packs*: pupils provided with a learning pack/set of resource to remove any financial barrier: **£217.51**
- *RUTs Urban Boxing Outreach Programme*: **£1500**
- *Sumdog Maths IT/computing software support*: **£120**

Best Value

Managing finance

In line with normal school procedures, our headteacher has control and responsibility for the management of finances. Our PEF coordinator works closely with the headteacher and our finance and administrative officer to ensure quality assurance of our finance processes and systems. All spending receives approval from the Headteacher.

Poverty Proofing the School Day

We are working on improving our poverty proofing the school day even further. We are investing more strategic direction with this on and this is reflected in the improvement plan for 2019/20. We have introduced learning packs which include a set of resources (school bag, calculator, pad of paper, pen drive, pens and pencils) while also providing PE/sports kit. We also have a "nearly new" shop/clothing support. Pupils who are highlighted by our SLT and support for pupils leaders to receive these items for no charge. Through our hardship fund, we also support families/carers who require financial support for trips. Our PEF coordinator supports our families in this process.

Use of resources including digital resources

We invested in Sumdog IT software (£120) as part of a pilot numeracy project. This project was ran in conjunction with the Maths department and we are looking at our next steps with this intervention.

Quality Indicator Grades

	School	Nursery	HMI/Care Inspectorate
Leadership of Change	4		
Learning, Teaching & Assessment	4		
Wellbeing, Equality & Inclusion	4		
Raising Attainment & Achievement	5		
Leadership of Learning	4		

Self-Evaluation Schedule

	17/18	18/19	19/20	20/21
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
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

School Improvement Plan 2019/20
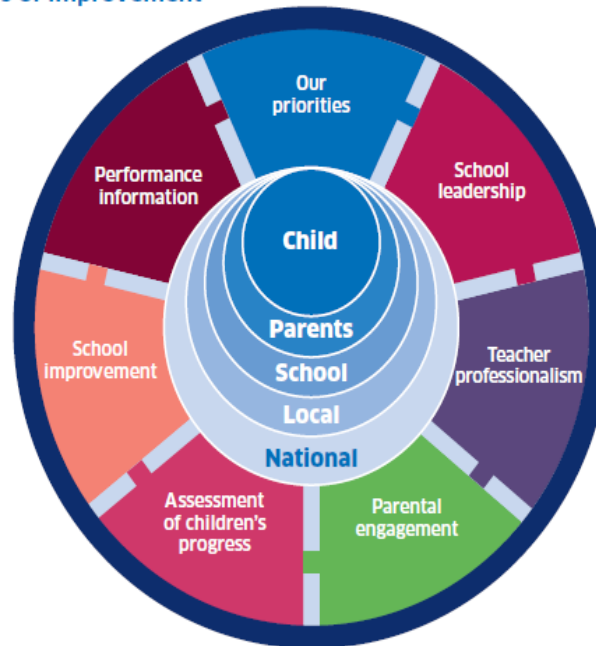
National Improvement Plan 2019/22

NIF - Priorities

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

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

NIF- Drivers

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

Measures of Success (HGIOS 4)

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	

Boroughmuir High School 2019/20

School Improvement Plan

ONGOING NATIONAL IMPROVEMENT PRIORITIES

The 4 NIF priorities and 4 core Qis remain as areas of on-going focus and improvement and should be addressed throughout the year. These areas will not be formally tracked or measured.

	Tick to show progress made			
	Oct	Dec	May	**Details**
NIF Priority 1 **Improvement in attainment, particularly in literacy and numeracy**				
NIF Priority 2 **Closing the attainment gap between the most and least disadvantaged children and young people.**				
NIF Priority 3 **Improvement in children and young people's health and wellbeing**				

NIF Priority 4 **Improvement in employability skills and sustained, positive school leaver destinations for all young people**				
QI 1.3 Leadership of Change • Developing a shared vision, values and aims relevant to the school and its community • Strategic planning for continuous improvement • Implementing improvement and change				
QI 2.3 Learning Teaching and Assessment • Learning and Engagement • Quality of teaching • Effective use of assessment • Planning, tracking and monitoring				
QI 3.1 Ensuring wellbeing, equality and inclusion • Wellbeing • Fulfilment of statutory duties • Inclusion and equality				
QI 3.2 Raising Attainment and Achievement • **Attainment in literacy and numeracy** • **Attainment over time** • **Overall quality of learners' achievement** • **Equity for all learners**				

Our Priorities 1 & 2   (FOR INFORMATION)   OVERVIEW of Local Authority and school Improvement Priorities 2019/20

These are identified LA & School Priorities and they form the formal improvement plan of the school for session **19/20**.

LA Improvement Priorities	19/20 School Improvement Priorities from school S&Q	How good are we now?	How do we know? (Evidence)	NIF	QIs	What do we need to do next? (Detail on ACTION PLAN page)
Priority 1 Teaching & Learning	1. Differentiation	Overall 2.3 return gives a school average of 4	Whole school self-evaluation summary sheet Pupil Feedback Parent Feedback		2.4	Provide appropriate differentiated materials for all pupils.
					1.5	Provide Teaching Resources on Office 365
					2.4	Provide Autism training for whole staff
	2. Pupil Voice				2.3	Develop Pupil Voice so that all pupils have an opportunity to feedback on each class at least once per year.
				3	3.1	Respond to results of pupil HWB evaluation around SHANARRI indicators
	3. Employability			4	3.3	Identify employability skills being delivered in curriculum and highlight to pupils

	skills			4	3.3	Whole school careers fair for all year groups
Priority 2 Raising attainment for all with a special focus on care experienced pupils and those living in poverty	4. Tracking and Monitoring	Overall 3.1 return gives a school average of 4	Agreed SEEMIS poor in terms of tracking progress Pupil and parent feedback Staff feedback PEF coordinator feedback		2.3	Use EDICT tracking and monitoring to support quality Learning conversations
					3.1	Better use of cause for concern
					2.3 2.4 2.5	More effective interventions to improve progress and behaviour
	5. Moderation & assessment				2.3	Ensure consistent Moderation within and across subjects in BGE and Senior Phase
	6. Closing the attainment gap			2	3.1 3.2	Tracking SIMD Dept Attainment and Achievement Analysis

FACULTIES TO COMPLETE   **Priority 1**   **LA / School Improvement (Action) Plan**

LA Improvement Priorities	19/20 School Improvement Priorities from S&Q	What do we need to do next? ACTION PLAN	How are we going to do this? Include Support and resources required	Who is going to do it? List staff who will support action(s)	When? Timescale this action taken in?	How will the impact be observed? any measurable aims/stretch aims	Progress? Success?
Priority 1 Teaching & Learning	1. Differentiation	Provide appropriate differentiated materials for all pupils.	Whole staff in-service Edinburgh LEARNS CPD – Differentiation x3 Whole cluster in-service Oct '19 OCD/ADHD CLPL delivered by Ed Phy Practitioner Enquiry Introduction	All staff All staff All staff 15 May 19 TBC JP/DC/FK/JB SH	7 May 19 22 May 19 26 Nov 19 26 Feb 20 Oct 19 CAT 31 May 19	Increased parent satisfaction Observed via VSE/SCE Pupil voice/feedback Focus groups pupils/staff Practitioner enquiry? Staff confidence survey	

				Literacy and Dyslexia support strategies (*CEC Circle document*)		Inservice Oct 19		
			Provide Teaching Resources on Office 365	Devolved to faculties Whole school professional learning group support	All staff TS/FK	Ongoing Ongoing	Focus groups pupils/staff More information on Office 365 Completed resources page on website linked to share point	
			Provide Autism training for whole staff	Whole staff in-service	All staff	12 Aug 19	Staff evaluation Staff confidence	
			• *Add in any additional faculty ideas*					
			•					
			Develop Pupil Voice so that all pupils have an opportunity to feedback on	Devolved to faculties	All staff SLT	Ongoing	Practitioner enquiry? VSE report	

	2. Pupil Voice	each class at least once per year.	Annual pupil survey Regular meetings of Pupil council VSE - including follow up Dept visits	Pupil Council Identified faculties	Nov-Jan '19-'20	Pupil survey results
		Respond to results of pupil HWB evaluation around SHANARRI indicators	HWB coordinator & working group.	All staff/cluster	Ongoing Inservice Day Oct 19	Address identified next steps & improvements
		• *Add in any additional faculty ideas*				
		•				
	3. Employability Skills	Identify employability skills being delivered in curriculum and highlight to pupils	Faculty presentations to assemblies Updated S3/P7 profiles – Skills focus Edinburgh Teach Meet – Skills	Faculties Cluster/ Pupil Support DYW coords	Ongoing 22 Jan 20 5 Mar 20	Pupils able to identify skills Pupil focus group Pupil survey

		Whole school careers fair for all year groups	Partner agencies	DYW coords/gp	March 2020	Evaluation of fair	
		• *Add in any additional faculty ideas*					

FACULTIES TO COMPLETE   Priority 2   **LA / School Improvement (Action) Plan**

LA Improvement Priorities	19/20 School Improvement Priorities from S&Q	What do we need to do next? ACTION PLAN	How are we going to do this? Include Support and resources required	Who is going to do it? List staff who will support action(s)	When? Timescale this action taken in?	How will the impact be observed? any measurable aims/stretch aims	Progress? Success?
Priority 2 Raising attainment for all with a special focus on care experienced pupils and those living in	4. Tracking and Monitoring	Use EDICT tracking and monitoring to support quality *Learning Conversations* - including *Wider Achievements* and *Interventions*	Staff training (in service days)	All staff /CH	May 19' Aug 19' Jan 20' Ongoing	Feedback from City questionnaire Pupil focus groups/evaluation Parental feedback	
		Better use of cause for concern	Whole staff in-service	FK All staff	7 May 19 Ongoing	Faculties consistently using the system collaboratively	
		More effective interventions to improve progress and behaviour	Staff training (in-service day)	Working group/CH	Inservice Jan 20'	Fewer cause for concerns	

poverty		• *Add in any additional faculty ideas*					
		•					
	5. Moderation & assessment	Ensure consistent Moderation within and across subjects in BGE and Senior Phase	Cluster in-service day CEC training available – P7 / S1 moderation CEC Edinburgh Learns – Formative assessment/AifL Review of data via INSIGHT/SNSA/PISA	All staff Coordinators – Literacy, Numeracy, Maths Primary SLT	Oct '19 Fri 6th Sep Fri 20th Sep Fri 1st Nov TBC 12 Nov 19 12 Mar 20 Ongoing	Better understanding and consistency of standards at key transition points and with CfE/BGE and SQA Supporting identification of key measures of pupil attainment within pupil groups	
		• *Add in any additional faculty ideas*					

	6. Closing the attainment gap	Tracking SIMD:- Dept Attainment and Achievement Analysis	Whole staff in-service - including feedback and follow up	J Else/PEF coordinator	7 May 19 Inservice Aug 19	Evidence of this as regular item on DM/FMs Insight data Aspire to 100% achieving 5@level 4+	
		• *Add in any additional faculty ideas*					
		•					

FACULTY TO COMPLETE   **Priority 3**   **OVERVIEW of Additional Faculty Improvement Priorities for session 19/20**

Additional Faculty Improvement Priorities	How good are we now? (anecdotal)						How do we know? (Evidence)	NIF	QIs	What do we need to do next? ACTION PLAN (Detail on Faculty Action page)
	1	2	3	4	5	6				
1. Look outwards at International Schools to compare -Governance -Pedagogy				x			Good links with **Spain** - Lang **Germany** - Lang **France** – Lang **France** (STEM) **Hong Kong** – Cultural, Lang, school Improvement Taiwan (pending)– language, cultural, SI			Sep 2019 - Visit Hong Kong with staff and pupils as part of HKSSIP (CANCELLED due to civil unrest in HK) Host HK delegation as part of HKSSIP – Nov 2019 Visit Beijing as part of small staff delegation to set up link and exchange with Chinese speaking school.

2. Further Develop Leadership across school				x			2018 CL/SMT leadership academy Developing Leadership Programme for all staff Pupil leadership programme via Outward Bound		Aug 19	SLT/CL/ Staff leadership activity around Strength Deployment Inventory (SDI) – Sep 19 CL/ Staff Leadership programme – Nov – May
3. Commissioning of new school extension										CH appointed as extension coordinator to assist HT

Cluster Improvement Plan 2019-20.

Priority 1	To raise Attainment in Writing		Overall Responsibility	Principal Teacher
Measurable Outcomes	By the end of session there will be an increase in: Numbers of P4 learners achieving 1st level by 5% (on track) Numbers of P7 learners achieving 2nd level will be maintained			
Outcomes	By the end of session there will be: New whole school policy on writing All teachers will have implemented new approach to writing in the classroom (James Clements).			

NIF Priority 1 **Improvements In Attainment, Particularly In Literacy And Numeracy**	**QIs/Themes** 1.1 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

Tasks	Resources	Time	Progress & Impact
• Undertake James Clements training for writing for the whole school. • Establish school RACI Team	• 1 IS Day	• 22 October 2019	•
• Review pedagogy for teaching writing and agree whole/ cluster school approach	• Learning and Teaching meeting(s)	• October 2019 – March 2020	•
• Review grammar progression and spelling programmes	• Learning and Teaching meeting(s) • IS Day 2	• August 2019 – May 2020	•

• Raise awareness of priority in writing with children. Self evaluate individual progress, monitor progress. Feedback to staff shared.	• SLT and Literacy coordinator	• Pupil focus groups By May 2020	•
• Opportunities for staff to model and share classroom experience in writing	• SCE time in WTA	• By May 2020	•
• P1, P4, P7 Standardised assessments to be completed • Benchmark data to be gathered • Writing levels to be entered on SEEMIS for collation by CEC/ES	• Allocation of time in line with WTA • SLT meetings	• May 2020	•
• Undertake self-evaluation of CLPL and identify next steps	• IS Day	• May 2020	•

Cluster Priority 1	Creativity and Employability: Develop consistent high-quality learning and teaching across the cluster.	Overall Responsibility	Head Teachers
Measurable Outcomes:	By the end of the session: Almost all staff positively engage in teacher led developments increasing Creativity Skills, Digital Innovation, Digital Literacy, Increasing Employability Skills Almost all staff are able to give effective feedback to their colleagues and suggest ways in which they can improve through Cluster SCE. Shared Classroom Experience indicates consistent approaches to learning and teaching in almost all classes by level across the cluster. All staff are engaging with the cluster moderation cycle for Numeracy and Literacy.		
Outcomes:	By the end of the session: Teachers will participate in RACI Groups and Shared Classroom Experiences across the cluster. Each RACI Group will have implemented and evaluated their plan and identified next steps.		

<table>
<tr>
<td rowspan="2" colspan="3">NIF Priority 1
Improvement in Attainment, Particularly in Literacy and Numeracy.</td>
<td colspan="2">QIs/Themes

1.1 Analysis and evaluation of intelligence and data
1.2 Professional engagement and collegiate working
1.3 Leadership of Change
2.3 Quality Teaching
2.3 Effective use of Assessment
3.2 Attainment in Literacy and numeracy</td>
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Tasks/Owner	Resources	Time	Progress & Impact
• Development and implementation of RACI Teams across the cluster. o See individual RACI Team plans from cluster RACI planning 3.3	20 hours WTA	August 2019 – May 2020	
• Whole cluster collaborative day focusing on high quality learning and teaching	IS Day	21 October 2019	
• Implement James Clements writing programme – see school priority page.	IS Day	22 October 2019	
• Professional dialogue to develop confidence in assigning a level. • Reflection and moderation of children's learning across the cluster. • Moderation of pupil learning (from assessments)	IS Days	8 January 2020	
• P7 and S1 teaching staff to attend CEC Assessment and moderation course	3 CLPL Sessions	6 Sept, 20 Sept 2019, 1 October, 1 Nov 2019	

Cluster	Develop consistent approaches to use of health and wellbeing	Overall Responsibility	DHT

Priority 2	indicators.			
Measurable Outcomes:	By the end of the session: All staff, almost all children and parents know, understand and use the wellbeing indicators as integral feature of school life.			
Outcomes:	By the end of the session: Wellbeing indicator posters displayed and used in each school. Cluster transition programmes will be evaluated and next steps identified.			

NIF Priority 3 **Improvements in Children's and Young People's Health and Wellbeing**		**QIs/Themes** 3.1 Wellbeing 3.1 Fulfilment of statutory duties 3.1 Inclusion and equality		
Tasks/Owner	**Resources**	**Time**		**Progress & Impact**
• Undertake audit using Edinburgh Learns Health and Wellbeing document and identify next steps as a school.	IS Day	January 2020		
• Create cluster based school poster using Wellbeing Indicators and identify next steps (use BHS template). • Implement poster in each cluster school.	IS Day	21 October 2019 7 January 2020		
• Continue to develop the cluster transition programme (N/P1 and P6/S1).	Liaison Time	May 2020		
• Staff health and wellbeing cluster activities.	Is Day	October 2020		
• Undertake wellbeing indicator audit of all stakeholders	Staff, Pupil and Parent Surveys	May 2020		

• Buckstone PS Only: Audit Health and Wellbeing Learners Journey and identify areas for development and create action plan	IS Day	January 2020	