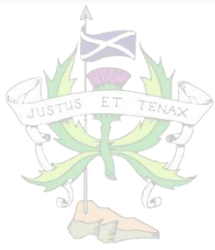# Boroughmuir High School
# School Improvement Plan 23-24

- **Teaching, Learning & Assessment**
  - **Digital learning**
  - **High quality, effective teaching and learning**
  - **Raising attainment**
  - **Learning for sustainability**

- **Equity and Inclusion**
  - 

- **Equalities, Health, Wellbeing & Resilience**
  - **Promote diversity and equality.**
  - **Improve relationships and resilience.**

# Boroughmuir High School

# This year we will prioritise…

## Interventions

All staff use appropriate interventions for all 'at risk' students. This includes using the Circle document.

*This supports our Improvement Plan task of Raising Attainment.*

## Registration Wellbeing Programme

We will develop a programme to support pupil wellbeing and achievement that will be delivered via registration classes.

*This supports our Improvement Plan task of Improving relationships and resilience.*

## Practitioner Enquiry

All teaching staff should engage in practitioner enquiry (Research School).

*This supports our Improvement Plan task of High quality, effective teaching and learning.*

## Digital Support

All teaching staff to engage in providing Digital Support for pupils including using iPads as planners and also as a support for additional learning needs.

*This supports our Improvement Plan task of Meeting Learners Needs*

## Learning for Sustainability

All teaching staff address and highlight lesson content that contributes to Learning for Sustainability and engage with learners around LfS actions.

*This supports our Improvement Plan task of High quality, effective teaching and learning and Learning for Sustainability*

# Teaching, Learning & Assessment

| Sub Priority | Whole School Inputs | Specific tasks | By whom | By when | Proposed outcome | Progress / Impact |
|---|---|---|---|---|---|---|
| **Digital Learning** | Staff CLPL | August Inservice Day whole school presentation of progress to date and workshops to support staff needs, CAT - Sharing practice in the BGE/Senior Phase | D Hayes C Braisby | August 2023 | Staff aware and confident of support and vision | |
| | | Ongoing in house CLPL to allow staff to develop appropriate skill level in OneNote and Teams | C Braisby, Digital Strategy Team, Edinburgh Learns CLPL | June 2024 | All staff can use OneNote confidently to share resources with pupils. Consistent pupil experience using Teams | |
| | | Development of "How to…" Guides and tool to support CLPL | C Braisby, Digital Strategy Team, Pupils Digital Ambassadors | December 2023 | Staff know how to use digital tools to support learning and teaching | |
| | *Consistent approach to Digital Support (iPad usage) | iPad to replace Homework Diary | D Hayes Digital Strategy Team | June 2024 | Consistent approach to sharing homework to improve pupil organisation and communication with home | |
| | | iPad is used to support digital assessment needs:<br>• Immersive reader<br>• Ivona<br>• Vision features | S Hall SfL Team | June 2024 | Staff know how to use digital tools to support pupils with additional support needs<br><br>Pupils can access digital tools | |

| | | | | | |
|---|---|---|---|---|---|
| | | | | | independently to support their learning | |
| | Digital Schools Award/Digital Wellbeing Awards

Learner Participation | Ongoing engagement and self-evaluation of the use of digital technology | Digital Strategy Team All staff | March 2024 | Achieve Digital School Award | |
| | | Development of whole school approach to cyber resilience and internet safety | All staff Pupil Digital Ambassadors | June 2024 | Pupils are responsible digital citizens and make more healthy choices with technology

Achieve Digital Wellbeing Award | |
| | | Development of Digital Ambassador programme | C Braisby | October 2023 | Increased learner participation contributing to digital learning decision making | |
| | Class Charts | For some Departments: Trial the use of Class Charts as a tracking tool to monitor and recognise pupil achievements | DHT, CLs, some class teachers, parents | Ongoing | Develop school positive (and negative) discipline system | |
| **Faculty/ Individual Inputs, including PR&D priorities** | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |

# Teaching, Learning & Assessment

| Sub Priority | Whole School Inputs | Specific tasks | By whom | By when | Proposed outcome | Progress / Impact |
|---|---|---|---|---|---|---|
| **High Quality, Effective teaching, and learning** | Developing plenaries and AifL | Boroughmuir Engages Rubric used as a focus for learning walks:<br>• Faculty meetings<br>• Learning Walks<br>• Sharing Classroom Experience | All | Aug 2024 | Greater consistency of quality of lessons for all | |
| | | Engage with Teachers Charter resources - AIFL | All | May 2024 | Increased awareness and skills development | |
| | | In-house CLPL to share practice and collaborate with colleagues across the school | Pedagogy Team & Others | May 2024 | Opportunity to collaborate and develop ideas to create a supportive and motivating environment | |
| | | CL Training by QAMSOs to lead developments in improving quality of BGE Assessment and Moderation | CB & RK All CLS | Sept 2024 | Improvement in quality and reliability of BGE Assessment evidence and practice | |
| | Developing Leadership of Learning | Whole staff input in May inset day – review Pledges made in January 2023 | All | | Staff awareness of pupil feedback and areas for enquiry | |
| | | Share pupil voice data | KC & ADT | | | |
| | | Complete a Plan for Enquiry | All | 1st June | | |
| | *CLPL to support and Share Practitioner Enquiry/Research | All teachers to complete a small-scale Practitioner Enquiry SEIC Funding and Support | All | May 2024 | All teachers engaged in classroom-based research | |
| | | CAT, In-service and In-House CLPL to support, collaborate and upskill | All Pedagogy Team | Aug 23 Oct 23 Jan 24 Ongoing | Staff all well supported and confident in enquiry | |

| | Faculty/ Individual Inputs, including PR&D priorities | | | | | |
|---|---|---|---|---|---|---|
| | Rolling programme in faculties of staff sharing innovative practice | | | | | |
| | | | | | | |
| | | | | | | |

# Teaching, Learning & Assessment

| Sub Priority | Whole School Inputs | Specific tasks | By whom | By when | Proposed outcome | Progress / Impact |
|---|---|---|---|---|---|---|
| **Raising Attainment** | *Effective interventions to support all pupils needs | Use of support directory strategies | All staff | Ongoing | Pupil needs being met | |
| | | Walkthrough / data gathering for students on 3s and 4s in S3 | DHT | May | Identify gaps in interventions early | |
| | | DHT to share tracking with CLs in Oct and Nov. CLs and staff to have learning conversations and record outcomes / interventions. Interventions checked in Oct and Feb and will show progress. | D Hayes and CLs | Oct and Feb | All students with 3s and 4s on tracking in S3-6 will have an intervention. | |
| | | Use of Circle Document / Support directory to help structure interventions | All staff | Ongoing | Staff all using CIRCLE document as appropriate | |
| | Effective use of data | Faculty CLs group to share practices in effective use of data | DHT | | Data focussed on effective interventions for approx 30 students per year group | |
| | *Developing effective practice routines- particularly focused on digital tools | Develop consistent use of planning and organisation tools. i.e., iPad as diary. | C Braisby D Hayes CLs | Dec | All students using iPads as diaries. All home practice clearly visible there. 100% of students with revision plans for national qualifications | |
| | | Develop retrieval and spaced practice strategies in subject specific contexts. #1 Staff session to look at fewer, better strategies to all share (eg spaced HWs, regular quizzing, | DH Attainment team/ pedagogy team/? Working group / faculties | | Common language for staff and students of 1-5 most effective study strategies. | |
| | | #2 'How to study week'. Metacognition. Staff to demonstrate 1-3 favoured revision strategies in their specific subject area | DH, staff | Sept | All S3-5 students have used a 'most effective' strategy at least once in each class. | |

| | | #3 checking for understanding- voluntary short-term coaching support for staff on in-class techniques. | JP / DH | ongoing | Each faculty has taken up x1 session to support discussion | Walkthroughs by faculties |
|---|---|---|---|---|---|---|
| | **Faculty/ Individual Inputs, including PR&D priorities** | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |

# Teaching, Learning & Assessment

| Sub Priority | Whole School Inputs | Specific tasks | By whom | By when | Proposed outcome | Progress / Impact |
|---|---|---|---|---|---|---|
| | Develop LfS as core activity in school curriculum | Appointed coordinator for development of Learning for Sustainability (0. 1FTE) – Tom Bird | DD | May 23 | LfS is driven be SLT and key personel | |
| | Raise awareness and provide whole school staff training on LfS | Whole Staff training session on LfS at in-service day | T Bird | May 23 | Staff awareness of Lfs is raised. On-going training and increased expertise of staff | |
| | | Regular staff twilight CPD sessions on LfS | T Bird | Ongoing | | |
| | | Promote and develop Staff and pupil LfS reps and groups | T Bird | Ongoing | | |
| | Whole school staff and pupil use of LfS classroom tracker | Production and use of LfS classroom tracker to promote and identify how UN Sustainable Development Goals (SDGs) relate to lesson content | T Bird/all staff | | All pupils and staff engaging regularly with SDGs | |
| | Whole school Climate awareness action week | Repeat Climate Action Awareness (CAAW)Week for S1 | Pupil Group | May 23 | Increased number of pupils and staff engaging with CAAW | |
| | | Extend CAAW to include S2 | Pupil Group | May 23 | | |
| | | Extend CAAW to include S2 | Pupil Group | May 24 | | |
| *Learning for Sustainability | **Faculty/ Individual Inputs, including PR&D priorities** | | | | | |
| | Identify LfS staff rep | Coordinate Climate Awareness Action Week | LfS Faculty Rep | May 2023 | | |
| | | Champion LfS classroom tracker | All staff | | | |
| | Engage with the LfS classroom tracker and plan some lessons with LfS as the primary focus | All staff use regularly with classes | All staff | | | |
| | | Plan a Lesson(s) around specific SDGs | All staff | | | |
| | | | | | | |
| | | | | | | |

# Equity and Inclusion

| Sub Priority | Whole School Inputs | Specific tasks | By whom | By when | Proposed outcome | Progress / Impact |
|---|---|---|---|---|---|---|
| **Meeting Learners Needs** | Effective interventions to support all pupils needs | Use of support directory strategies | All staff | Ongoing | Pupils better supported in class | |
| | | CIRCLE document – staff engaging with to support young people | All staff | Ongoing | Further evidence for pathways 3 and 4 | |
| | | Appropriate digital support for young people/AA, training for identified pupils and for staff | S Hall | Nov | All students with AA have identified 'normal way of working' using digital support where appropriate by S4 assessments. | |
| | | DHT to share tracking with CLs in Oct and Nov CLs and staff to have learning conversations and record outcomes / interventions.  Interventions checked in Oct and Feb and will show progress. | D Hayes and CLs | Oct and Feb | All students with 3s and 4s on tracking in S4-5 will have an intervention. | |
| | Safeguarding | Child Protection Update August 2023 | All staff | August 2023 | Staff aware of Cp guidelines and how to implement | |
| | | Update bullying reporting to wellbeing in general | C Paterson J O'Thy | August 2023 | Pupils aware of how to report wellbeing concerns Check CEC data from survey results from previous year with current | |
| | Promote and track wider achievement | Identify 'what makes a Boroughmuir education'. Develop manageable 'pledges' for what we can expect all students to achieve. | DH All staff | August INSET | 100% of students will achieve 'Boroughmuir pledges / Bacc' by the time they leave school | |
| | | Develop wider achievement / leadership opportunities for all pupils. | DH Staff Achievement working group / clubs | Working group | Create set of experiences- to match pledges. | |
| | | Develop system to track wider achievements | DH PSA register | August | 100 % of students tracked. All clubs and activities send names | |

| | | | | | |
|---|---|---|---|---|---|
| | | Develop system to reward success and to support students who are struggling to achieve. Likely to involve iPad. | tbc | tbc | All students experience success by S4 in capacities other than academic qualifications |
| | Promote leadership | Develop progression for leadership S1-6- including YPI and wellbeing awards, ambassadors, Saltire, prefects and head team. | DH Achievement Working group | May 2024 | A leadership opportunity available to each student in S1-6 |
| | | Launch ambassadors S3-5 | DH and club leaders | Dec 2023 | Ambassadors in each club and activity in school |
| | | S5 Leadership rota<br>Choose staff, choose qualification (Saltire, develop materials, develop opportunities for leadership, induction day in June, support students who're struggling. | DH Rota staff | Aug 2024 | 100% of s5s to have leadership qualification.<br>Link to 'Humanutopia Heroes' programme. |
| | S5/6 Wellbeing hub alternative | Supported Registration | S Duncan | June 2023-2024 | Identified pupils' attendance ≥85% |
| | | Supported SfL study period | SfL Staff | June 2023-2024 | Identified pupils' attendance ≥85% |
| | | Period with Uevolve | S Hamilton | June 2023-2024 | Identified pupils' attendance ≥85% |
| **Faculty/ Individual Inputs, including PR&D priorities** | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

# Equity and Inclusion

| Sub Priority | Whole School Inputs | Specific tasks | By whom | By when | Proposed outcome | Progress / Impact |
|---|---|---|---|---|---|---|
| | 0.2 FTE to support Curriculum development | Appointed coordinator for development of Pupil Leadership and Wider Achievement in the curriculum (0. 1FTE)- Rebecca Kelly Appointed SDO to work with SLT and coordinator to develop curricular pathways in senior phase (0.1) – Claire Braisby | DD | June 23 | Address proposals as per Hayward report that wider achievement opportunities and individual pathways are integral to school | |
| Curriculum | Vocational Pathways for Wellbeing Hubs | SLT liaise with CEC re programme of "Aspire" (different college taster sessions) for group of identified S2. | CP/CB RK | June 2023 | Pupils in WBH (and others) more confident in taking SCP courses/progressing to college | |
| | | Identify young people to be involved Identify school staff to assist | ASL team/SH SLT | TBC | Improved attendance for pupils who are identified to attend | College pathway post S4 |
| | | RK / DH to develop course and programmes to increase wider achievement opportunities, inc use of Princes Trust awards. | RK/DH | June 23 | Increased range of options to accommodate all pupils | |
| | Pathways | Develop Pathways to Destinations document | DHT, CLs RK CB | December 2023 | Support course choice process and rationale for course offerings Highlight progression routes into trades, engineering apprenticeships, JET, college, university, work etc | |

| | | Raise status of college as an option. Faculty or year group in S3 taken to college so that all students see it. | CH | May / June | Increase from 67 to 100+ students engaged with appropriate college courses | |
| | SCQF Ambassadors | Partner with SCQF (Donnie Wood) | DHTs | Ongoing | SCQF ambassadors support parent info evenings Greater awareness of Level 3-5 SCQF courses amongst pupils and parents | |
| | Curriculum Audit | Update BGE level 3 CfE curriculum audit to support Skills development, IDL, LfS | DHT, Faculties | December 2023 | Staff, pupils, and parents aware of course Teachers encouraged to develop IDL opportunities. | |
| | **Faculty/ Individual Inputs, including PR&D priorities** | | | | | |
| | Pathways | Review course offerings for S3 and S4/5 to ensure appropriate pathways for learners | CLs | | | |
| | | | | | | |
| | | | | | | |

# Equalities, Health, Wellbeing & Resilience

| Sub Priority | Whole School Inputs | Specific tasks | By whom | By when | Proposed outcome | Progress / Impact |
|---|---|---|---|---|---|---|
| **Promote diversity and equality** | Continue to look for opportunities to decolonise / diversify the curriculum | Anti Racist Working Group – partnered with Intercultural Youth Scotland (IYS) including pupil input | Working Group | May 24 | Range of school processes reviewed | Pupils recognise more frequently people of different backgrounds within their learning |
| | | Depts look for further opportunities to promote the contribution of black, Asian and/or minority ethnic people within the subject discipline(s) | Working Group / Faculties | Ongoing | Wider range of class activities | Pupils recognise more frequently people of different backgrounds within their learning |
| | "This Library is Anti Racist" project | Focus group of staff and pupils<br><br>Use of SLIF (School Library Improvement Fund) funding to purchase new library stock based on pupil and staff focus groups<br><br>Library events/activities with all year groups to promote collection | FA/IYS | | More diverse and inclusive library which reflects the school and wider community.<br><br>Regular reviews/calendar of meetings to review and update Anti-racist reading lists. | |
| | Further develop staff equalities group | Identify priorities for group | IYS | June 2023 | Staff feel supported and have a forum in which to share and develop ideas | |
| | Assembly calendar | Organise this to provide opportunities for reflection and to raise awareness of issues around diversity and | DHTs | June 2023/ongoing | Awareness raising with S6 and wider school | |

| | | | | | |
|---|---|---|---|---|---|
| | equalities/bullying.  Sir Geoff Palmer to present to S6 June 2023 | | | | |
| | **Faculty/ Individual Inputs, including PR&D priorities** | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

# Equalities, Health, Wellbeing & Resilience

| Sub Priority | Whole School Inputs | Specific tasks | By whom | By when | Proposed outcome | Progress / Impact |
|---|---|---|---|---|---|---|
| **Improve relationships and resilience** | Ensure order and safety in public areas | Improve uptake of corridor monitoring | Staff | August 2023 | Less vandalism in toilets / litter | |
| | Develop the use of registration to support pupil wellbeing including "Feel Good Fridays" | Registration teachers given time to meet as a team and plan supports for their students<br><br>HWB activities on Fridays in registration<br>S1/2 focus on basic rights, belonging, friendship etc<br>S3-6 Some similar activities to S1/2 but also with focus on learning and making the most of school (S6 Mondays) | DHTs/JOT and reg | August Inset 2023 | Planned registration Students report better relationships within registration groups Improved sense of belonging to the school community | |
| | | Boroughmuir Bacc developed to provide part of registration activities | DH and working group, Registration teachers, clubs | | Raised involvement in students in the life of the school as measured by achievement in our baccalaureate | |
| | | House competitions | S6s and S5s | | A set of house competitions based on club activities feeding into Boroughmuir baccalaureate | |
| | Humanutopia programme | S2/3 and S5 training | Guidance team | For new S1, S3 and S5 by Aug 23 | Reduced reliance on guidance to solve interpersonal difficulties. Reduced bullying | |

| | | | | | Greater resilience (measured how?) | |
|---|---|---|---|---|---|---|
| | | Registration follow up e.g., wellbeing conversations | Registration teams | August 2023 | All registration teachers staff active in supporting pupils | |
| | | Humanutopia Heroes / Ambassadors trained in s5 to support S1 | DHTs and S5 leadership Team | August 2023 | Trained pupils active in supporting other pupils | |
| | Boroughmuir Chronicle | Replace wellbeing blogs with column on HWB in pupil paper<br>Increase contribution from other year groups. | JOT | | More pupils will read the paper than the blog<br>All pupils are engaged with the paper | |
| **Faculty/ Individual Inputs, including PR&D priorities** | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |