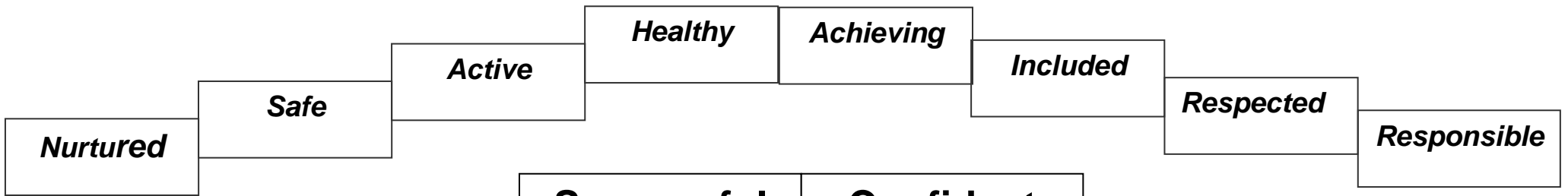


Bathgate Academy SCHOOL IMPROVEMENT PLAN

2016-2017

VISION FOR CHILDREN



Successful Learner	Confident Individual
Responsible Citizen	Effective Contributor



FIVE BROAD AREAS OF EXCELLENCE

The West Lothian Context

West Lothian Council is committed to delivering the best possible outcomes for children and young people so that they have the best start in life and are ready to succeed by following the principles of Curriculum for Excellence (CfE) and Getting it Right for Every Child (GIRFEC).

Within Curriculum for Excellence, every child and young person is entitled to experience a curriculum which is coherent from 3-18. Those planning the curriculum have a responsibility to work in partnership with others to enable children and young people to move smoothly between key transition points, building on prior learning and achievement in a manner appropriate to the learning needs of the individual. This should ensure that young people are well placed to move into positive destinations and adult life.

The Corporate Plan sets the strategic direction and our priorities for West Lothian Council. There are eight priorities that we, and our community, believe can make a lasting and sustainable impact on the local area and improve the lives of residents in West Lothian.

Priority 1: Delivering positive outcomes and early interventions for early years

Priority 2: Improving the employment position in West Lothian

Priority 3: Improving attainment and positive destinations for school children

Priority 4: Improving the quality of life for older people

Priority 5: Minimising poverty, the cycle of deprivation and promoting equality

Priority 6: Reducing crime and improving community safety

Priority 7: Delivering positive outcomes on health

Priority 8: Protecting the built and natural environment

The Corporate Plan informs Education Services Management Plan to ensure our work impacts positively on services for children and young people. Education Services focuses particularly on priorities 1, 2 and 3.

Education Services Management Plan

Education Services works towards achieving the key strategic aims of the council, in partnership with schools. In particular, Education Services aims to improve opportunities for children and young people by:

- Raising standards of attainment and achievement
- Improving employability and positive destinations for all school leavers
- Improving the learning environment
- Promoting equality of access to education
- Developing values and citizenship
- Promoting learning for life and encouraging a creative, enterprising and ambitious outlook.

Working with a range of partners, the key purpose of our work is to continuously raise attainment and achievement for all children and young people in West Lothian, ensuring that our young people succeed in securing a positive and sustained destination after school.

Factors Influencing the Improvement Plan

School factors

- Continued development of CfE
- Self-evaluation
- Raising attainment

Local authority factors

- Single Outcome agreement
- Corporate Plan
- Integrated Children's Services Plan (Life Stages)
- Education Services Management Plan
- *Moving Forward Together*
- Curriculum for Excellence Implementation Guidance
- Raising attainment, including for those at risk of missing out
- Increased entitlement to early years provision

National factors

- Single Outcome agreement
- Getting it Right for Every child (GIRFEC)
- Curriculum for Excellence
- National Qualifications
- Child Protection Issues / Guidance
- National Legislation: Children and Young People (Scotland) Act 2014
- GTCS revised standards and professional update

Our School Values, Vision and Aims:

Vision Statement: *Educating the whole person, in a spirit of enquiry, to judge wisely, act fairly and live well*

School Aims:

1. Learning and Teaching

To ensure all pupils are able to realise their full potential by promoting and recognising achievement and excellence in all areas, through the development of the talents and abilities, of all individuals. (UNCRC Article 29)

To provide the highest quality of learning and teaching experiences enabling all pupils to enjoy their education and to develop skills and positive attitudes required for lifelong learning, at the highest level each individual can reach. (UNCRC Article 28).

To provide a purposeful curriculum with the learner at the centre, ensuring all children and young people receive a coherent broad general curriculum from 3-18, with a senior phase providing specialisation, depth and rigour in preparation for the world of work and support in moving into positive destinations.

Robust planning demonstrates the principles for Curriculum design; challenge and enjoyment; breadth; progression; depth; personalisation and choice; coherence and relevance.

2. Vision and Leadership

Vision and leadership focuses on developing our common goals and fostering high quality leadership at all levels. Our school must develop a shared vision to ensure a common purpose and a focus on preparing young people for the future. Leadership will focus on the core business of learning and teaching.

3. Partnership

We strive to work effectively with our partners within our community to maximise the opportunities and ensure positive outcomes for children and young people within our school. We are committed to the aims of joint working and will participate actively in initiatives lead by other agencies.

4. People

We are committed to engaging with all key stakeholders to ensure continuous improvement through a collaborative approach to self evaluation and quality assurance. We will provide opportunities for all staff to engage in effective and continued professional learning.

5. Culture and Ethos

Staff create an ethos of achievement for all pupils within a climate of high expectations. They demonstrate that they value children and young people by focusing on their strengths and ensuring barriers to participation, learning and achievement are removed. To plan and deliver an appropriate and effective curriculum, ensuring progression at all transition stages, which provides all pupils with the necessary life skills, qualities and values to contribute to the local community and society in general. Bathgate Academy aims to deliver an inclusive curriculum that endorses an active and healthy life style for lifelong learning and work that ensures pupils will be safe, healthy, achieving, active, respected responsible and included.

Values

Wisdom, justice, compassion, integrity

The curriculum must be inclusive, be a stimulus for personal achievement and, through the broadening of experience of the world, be an encouragement towards informed and responsible citizenship.

The curriculum: 'the totality of all that is planned for children and young people throughout their education'

- Ethos and life of the school as a community
- Curriculum areas and subjects
- Interdisciplinary learning
- Opportunities for personal achievement

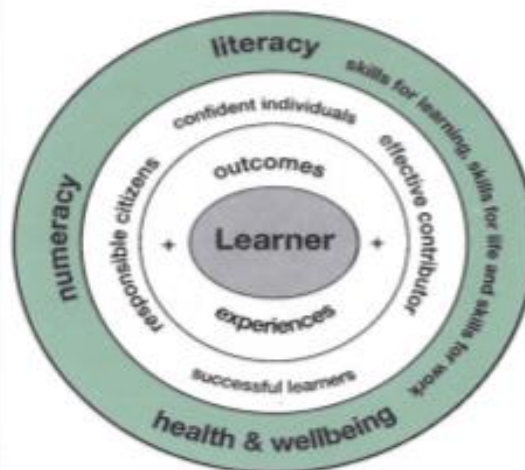
Learning and teaching

- Engaging and active
- Setting challenging goals
- Shared expectations and standards
- Timely, accurate feedback
- Learning intentions, success criteria, personal learning planning
- Collaborative
- Reflecting the ways different learners progress

Experiences and outcomes set out expectations for learning and development in:

- Expressive arts
- Languages and literacy
- Health and wellbeing
- Mathematics and numeracy
- Religious and moral education
- Sciences
- Social studies
- Technologies

Curriculum levels describe progression and development.



All children and young people are entitled to experience

- a coherent curriculum from 3 to 18
- a broad general education, including well planned experiences and outcomes across all the curriculum areas. This should include understanding of the world and Scotland's place in it and understanding of the environment
- a senior phase which provides opportunities for study for qualifications and other planned opportunities for developing the four capacities
- opportunities for developing skills for learning, skills for life and skills for work
- opportunities to achieve to the highest levels they can through appropriate personal support and challenge
- Opportunities to move into positive and sustained destinations beyond school

Personal Support

- review of learning and planning of next steps
- gaining access to learning activities which will meet their needs
- planning for opportunities for personal achievement
- preparing for changes and choices and support through changes and choices
- pre-school centres and schools working with partners

Principles of curriculum design:

- Challenge and enjoyment
- Breadth
- Progression
- Depth
- Personalisation and choice
- Coherence
- Relevance

Arrangements for

- Assessment
- Qualifications
- Self-evaluation and accountability
- Professional development

support the purposes of learning

Session	Area for Development	Desired Outcomes
2015-2016	Continue to improve the pupil experience within the classroom by embedding effective and high quality teaching and learning.	<p>Faculties will ensure pupils experience a coherent, progressive and meaningful curriculum that supports their development as life-long learners.</p> <p>Faculties ensure learners can articulate progress in their learning in ways that are educationally meaningful, develop their capacity for self-reflection, and enhance their understanding of their personal skills and attributes.</p>
	To improve 4 specific aspects of practice through school and faculty SQR and gathered self-evaluation evidence from session 2014-2015.	<p>Staff effectively use a range of information to plan for, monitor, track and be clear about learners' progress through the BGE.</p> <p>The whole school community works together to support the development of relationships within a positive ethos and culture to enhance learning and teaching Staff participate in a wide range of professional learning opportunities and share this professional learning as normal practice.</p> <p>Strategies that promote deep learning and pupil engagement with the curriculum are mobilised by staff.</p>
	To improve 6 specific aspects of practice identified as a whole school focus priority arising from school priorities and external factors including Hub, Authority, local and national priorities	<p>Attainment and outcomes improve for our lowest 20%</p> <p>To meet the targets and recommendations set out within 'Developing Scotland's Workforce' report</p> <p>A clear and shared strategy for raising attainment in literacy and numeracy exists</p> <p>To further embed GIRFEC approaches.</p> <p>To increase engagement with Community Youth Services through targeted intervention programmes</p> <p>To reduce the burden of bureaucracy with regards our improvement agenda</p>
	All pupils experience a curriculum designed to support progress in learning	This Priority area will be overtaken by departments and faculties as part of their own faculty and departmental improvement plans. By linking this improvement priority to faculty improvement plan the school is focussing on learning and teaching as key to improving attainment at all levels.
	Outcomes and life chances for our learners continue to improve	<p>Improved use of data to inform T&L through introduction of School Attainment Summaries (SAS) for pilot year groups. (1.1)(2.3) (1.3)</p> <p>Improvement in numeracy levels and learner confidence in mathematics (2.3) (3.2)</p> <p>Improvement in literacy levels for identified learners (2.3) (3.2)</p> <p>Whole school approach to tracking and monitoring progress in the BGE which leads to improved, high quality learner conversations with pupils.(2.3) (2.2) (1.1)</p> <p>Planned opportunities for targeted interventions, wider or personal achievement, embedding DYW principles of skills for learning, life and work, are developed to ensure coherence and progression (3.2) (2.4) (2.7)</p> <p>Explore what meaningful engagement with our families should look like as a key driver in improving attainment (2.5) (3.1)</p> <p>Ensure high quality learning experiences are delivered by highly skilled staff (2.3) (1.3)</p>

<p>2016-2017</p>	<p>Self-evaluation is used effectively at all levels to support ongoing improvement in the quality of teaching and learning</p>	<p>Learning, Teaching and Assessment priorities and objectives are redefined and articulated to ensure high quality learning experiences for all learners (2.3) Planned and protected time for teachers to engage in critical and creative thinking which will inform pedagogical approaches and lead to improved outcomes for learners. (1.3) All staff participate in planned and collaborative learning which has a positive measurable impact on outcomes for learners. (1.2) Teachers are more confident in discussing how they have improved their practice as a result of their professional learning practice. (1.2) Increase effectiveness of QIF planning group to take forward improvement priorities. (1.3) Data is used to embed school Positive Behaviour and ensure all actively understand and use effectively. (1.1) (1.3) Introduction of learner improvement groups led by House Captains to articulate and share learners experiences within classrooms. (1.2) (2.3)(2.2) School Newsletter re-designed using Sway format to build in evidence of Faculty improvements and updates once per term(1.1) (1.2) (1.3)</p>
<p>2017-2018</p>	<p>To build upon on-going development and improvement generating from SIP 2015-2016.</p>	

1. All pupils experience a curriculum designed to support progress in learning (faculty focus)

What are we wanting to achieve and/or what are the problems we are trying to address?	What changes will we put in place which will lead to improvement?	Who will be our improvement team?	What is the timescale of our first test of change?	What measures will we use to guide this improvement work?
<p>This Priority area will be overtaken by departments and faculties as part of their own faculty and departmental improvement plans. By linking this improvement priority to faculty improvement plan the school is focussing on learning and teaching as key to improving attainment at all levels.</p>	<p>Expressive Arts</p> <ul style="list-style-type: none"> • Homework • IDL • S3 courses • Pupil Voice <p>Science & CDT</p> <ul style="list-style-type: none"> • Differentiated curriculum • Embedded assessments • IDL • Outdoor learning • Peer feedback • progression <p>English & Languages</p> <ul style="list-style-type: none"> • M&T • Exploration • 1+2 • Meeting learners needs • Understanding standards • Literacy & numeracy <p>Maths, Computing & Business Education</p> <ul style="list-style-type: none"> • Differentiation • Ethos • Moderation • BGE T&M • Numeracy • Senior Phase progress <p>Health & Well-being</p> <ul style="list-style-type: none"> • Departmental specific priorities <p>Humanities</p> <ul style="list-style-type: none"> • National 5/ Higher integration • Metacognition • Learner questioning skills • Integrated S2 Social Studies course <p>Support</p> <ul style="list-style-type: none"> • Creativity and employability • Family engagement • Targeted support • GIRFEC 	<p>Designated Faculty teams or individuals</p>	<p>As per faculty plans</p>	<p>As per faculty plans</p>

2. Outcomes and life chances for our learners continue to improve.

What are we wanting to achieve and/or what are the problems we are trying to address?	What changes will we put in place which will lead to improvement?	Who will be our improvement team?	What is the timescale of our first test of change?	What measures will we use to guide this improvement work?
<p>Improved use of data to inform T&L through introduction of School Attainment Summaries (SAS) for pilot year groups. (1.1) (2.3) (1.3)</p>	<p>A range of relevant data, initially S3 and S4, is made available to all staff, to deepen their awareness and knowledge of individuals and to inform planning, target setting and teaching and learning strategies.</p> <p>RAFA methodology employed to target 'closing the gap' agenda focussing on 33 SIMD 2 S4 pupils.</p>	<p>All staff led by J. Fleming, W. Macdonald</p> <p>ELT and all identified staff</p>	<p>April 2017</p>	<p>Staff survey ELT meetings and reflection on use of SAS on identified dates</p> <p>Specific RAFA planning and measurement tools as detailed on PDSA Dialogue at classroom learning visits will incorporate general discussion on how teachers have utilised SAS.</p>
<p>Improvement in numeracy levels and learner confidence in mathematics (2.3) (3.2) (2.4)</p>	<p>Refresh of whole school Numeracy Framework Focussed Numeracy Cluster plan Numeracy Intervention programme introduced for identified pupils in BGE Involvement of EP within pilot programme Introduction of S6 maths leader award</p>	<p>Alan Lawson Nastassja McGregor David Ferrier Michael Devine Cluster HTs and teaching staff EP</p>	<p>June 2017</p>	<p>Benchmarking assessment to judge value added. Identified pupils meet or exceed literacy and numeracy targets set Learner feedback Staff feedback incl. cluster staff Parental feedback</p>
<p>Improvement in literacy levels for identified learners (2.3) (3.2) (2.4)</p>	<p>Refresh of whole school Literacy Framework Embedding of targeted reading interventions for identified pupils in BGE Introduction of S6 literacy leader award</p>	<p>John Moffatt Shirley Miller Emma Jackson and TRT trained staff</p>		
<p>Whole school approach to tracking and monitoring progress in the BGE which leads to improved, high quality learner conversations with pupils. (2.3) (1.1)</p>	<p>Phased Introduction of Didbook BGE tracking tool to facilitate a manageable process that encourages reflection, dialogue and moderation.</p> <p>Specific guidance and information on the purpose of learner conversations and improving learner engagement in planning their learning is produced</p> <p>Planned professional dialogue and activities to support professional and shared understanding of achievement of a level within BGE.</p>	<p>John Fleming Jamie Connolly & PTC team</p> <p>SLT</p> <p>ELT</p>	<p>September 2017</p> <p>October</p>	<p>Staff/learner feedback ELT dialogue</p> <p>Learner voice Staff dialogue Analysis of data recorded on Seemis interventions</p> <p>Staff survey Active teacher engagement in planned in-set session ELT feedback on departmental engagement in identified Friday PM sessions</p>
<p>Planned opportunities for targeted interventions, wider or personal achievement, embedding DYW principles of skills for</p>	<p>Accredited Achievement pathway summary is created to map opportunities for wider achievement across all year groups allowing gaps to be identified for future</p>	<p>SLT</p>	<p>3 per year, regular intervals</p>	<p>Increase number and variety of courses and qualifications being offered or planned.</p>

<p>learning, life and work, are developed to ensure coherence and progression (3.2) (2.4)</p>	<p>improvement</p> <p>Introduction of a school DYW newsletter to share practice, ideas and stimulate innovation within the school's DYW field.</p> <p>Engage fully with business partners to build a delivery plan of business contacts and initiatives across faculties.</p> <p>Bespoke curricular pathways introduced or enhanced to cater for our most disengaged S3 and S4 learners.</p> <p>TLC builds upon skillset of staff timetables to better meet learners needs and promote inclusion</p> <p>Introduction of S6 I-Lead programme to engage our senior learners more fully in life of school</p> <p>'End of BGE' aspirational outcome document for all pupils is articulated through a high level policy statement linked to National Trust '50 things by 11 ¾' publication.</p>	<p>Georgina Scott</p> <p>Georgina Scott</p> <p>Lyn Sutherland, Grace Burns, Ellis McKay, Steve Athwal, Hub BS staff</p> <p>Grace Burns, Ellis McKay, Steve Athwal, Lyn Sutherland</p> <p>SLT</p> <p>Working Group</p>	<p>Regularly updated</p> <p>Learner centred, monthly review</p> <p>Monthly review</p> <p>May 2016</p> <p>April 2017</p> <p>November</p>	<p>Staff, parents and learners feel informed about opportunities around DYW agenda</p> <p>Staff, parents and learners are aware of curricular and faculty business links.</p> <p>Risk matrix, Seemis; behaviour referrals, T& M data Review of attainment and transition to positive destination</p> <p>Learner voice Level of TLC staff satisfaction</p> <p>December/April staff and S6 survey</p>
<p>Explore what meaningful engagement with our families should look like as a key driver in improving attainment (2.5) (3.1)</p>	<p>Professional reading and research on family learning will be explored to enhance understanding and awareness</p> <p>Time given to allow the question what could meaningful engagement with Families look like for faculties, individual teachers and the school in general.</p> <p>Creation of a 'family engagement map' indicating our current active involvement with families and to identify potential gaps and opportunities.</p> <p>Parent Council to begin looking at HGIOS challenge questions 2.5 Family learning and to use this as their focus topic for the year.</p>	<p>SLT</p> <p>ELT</p> <p>ELT</p> <p>Grant Abbot, Chair Parent Council</p>	<p>December</p> <p>April 2017</p> <p>June 2017</p> <p>June 2017</p>	<p>Share readings to support professional dialogue and generate ideas</p> <p>Enhanced and clearer shared vision of family learning and engagement</p> <p>Staff survey Parent survey (through parents evenings) Parent Council feedback Publication produced, agreed and shared with school community</p> <p>Credible statement and reflection of parental perception of family learning that can be used to inform next steps.</p>

Evaluation: HGIOS 4 Challenge Questions to be used at planned review focus times during the session.

Improved use of data to inform T&L through introduction of School Attainment Summaries (SAS) for pilot year groups.(1.1) (2.3) (1.3)

- Do all staff and partners have up-to-date knowledge about the local community and understand circumstances affecting children's lives and learning?
- What range of data and information do we utilise to understand the social, economic and cultural context of the local community?
- How confident are we that all learners experience activities which are varied, differentiated, active, and provide effective support and challenge?

Improvement in numeracy levels and learner confidence in mathematics (2.3) (3.2)/ Improvement in literacy levels for identified learners (2.3) (3.2) (2.4)

- How confident are we that all learners experience activities which are varied, differentiated, active, and provide effective support and challenge?
- How do we know if personalised support is having the desired impact of improving outcomes for learners?
- How well are our approaches to raising attainment improving outcomes for children and young people?

Whole school approach to tracking and monitoring progress in the BGE which leads to improved, high quality learner conversations with pupils.(2.3)(1.1)

- How do we know that the changes we have made have improved outcomes for children?
- How effective is our whole school overview in ensuring children's knowledge and skills are built appropriately over time?
- How effectively do we involve learners and parents in planning and evaluating learning?
- How well do we record, analyse and use assessment information to identify development needs for individual learners and specific groups?

Planned opportunities for targeted interventions, wider or personal achievement, embedding DYW principles of skills for learning, life and work, are developed to ensure coherence and progression (3.2) (2.4)

- How well does our curriculum planning meet the needs of different groups of learners?
- How well do we utilise accreditation where appropriate, to recognise and celebrate achievement?
- How well are we capturing the impact of children and young people's achievements on our community?

Explore what meaningful engagement with our families should look like as a key driver in improving attainment (2.5)(3.1)

- To what extent are we sure of what meaningful engagement with families looks like?
- How effectively do we monitor participation?
- How well do we communicate with parents, partners and learners?

3. Self-evaluation is used effectively at all levels to support on-going improvement in the quality of teaching and learning

What are we wanting to achieve and/or what are the problems we are trying to address?	What changes will we put in place which will lead to improvement?	Who will be our improvement team?	What is the timescale of our first test of change?	What measures will we use to guide this improvement work?
<p>Learning, Teaching and Assessment priorities and objectives are redefined and articulated to ensure high quality learning experiences for all learners and are delivered by highly skilled staff. (2.3)</p>	<p>Re-write our Teaching, Learning & Assessment policy which will take cognisance of evidence based research, current best practice and ES guidance to ensure there is a coherent and well understood approach which is applied consistently.</p> <p>L&T newsletters introduced to build upon current work across the school.</p>	ELT, Working Group	June 2017	Observe increased confidence and variety of pedagogical approaches in evidence during learning visits and through staff feedback
	<p>Planned and protected time for teachers to engage in critical and creative thinking which will inform pedagogical approaches and lead to improved outcomes for learners. (1.3)</p> <p>Re-design format and structure of all in-set days including giving dedicated time to focus on identified whole school PDSA priority (SIMD 2 S4 pupils) and PLG focus.</p> <p>ELT meetings re-designed to give space for professional reading /dialogue and critical engagement of upcoming improvement activities.</p> <p>Creating space through all planned meetings for professional dialogue on improvement to be a clear focus.</p> <p>Creating space through Hub departmental afternoons for professional dialogue and moderation of standards to make sound judgements on learner progress.</p> <p>Educational Psychology input with regards professional enquiry model will be introduced with particular focus on CLPL and Numeracy.</p> <p>School Attainment Summaries for each year group will be produced containing a range of data and information on our learners.</p>	<p>QIF Steering Group, ELT</p> <p>HT</p> <p>ELT</p> <p>John Fleming/ELT</p> <p>John Fleming/W. Macdonald (See SIP 2)</p>	<p>June 2017</p> <p>August 2016</p> <p>June 2017</p> <p>June 2017</p> <p>November 2016</p> <p>June 2017</p>	<p>June 2017</p> <p>June 2017</p>
<p>All staff participate in planned and collaborative learning which has a positive measurable impact on outcomes for learners. (1.2)</p> <p>Teachers are more confident in discussing how they have improved their practice as a result of their professional learning practice. (1.2)</p>	<p>Protected time for professional learning groups where practitioners will plan and evaluate the impact of their professional learning.</p> <p>More direction and a central location during PLG time to ensure there is evidence of clear and measurable impact of professional learning on outcomes for learners.</p>	<p>Sarah Moffatt/ ELT</p> <p>Sarah Moffatt</p>	<p>June 2017</p>	<p>PLG times are in In-Set calendar</p> <p>Usage of staff portal indicates active participation in this development</p> <p>CLPL resources used during PLG time</p>

	Use of school staff portal to evidence and share dialogue about professional learning.	Sarah Moffatt/ Grant Abbot		
	ELT classroom visits to now include discussion on application and use of data (SAS) to inform teaching and learning	ELT/All teachers		Staff are able to demonstrate that approaches to teaching and learning are evidence based.
Increase effectiveness of QIF planning group to take forward improvement priorities. (1.1)	School QIF incorporated in to WL QI policy to allow clear understanding of school self-evaluation and improvement processes and paperwork.	John Fleming	October 2016	Staff report increased confidence in using self-evaluation and improvement planning tools
Data is used to embed school Positive Behaviour and ensure all actively understand and use effectively. (1.1) (1.3)	Introduction of Faculty led focus periods across whole school Latecoming data analysis and appropriate procedures embedded to reduce impact of this on T&L Fortnightly monitoring of referrals to continue and inform actions for improving learner engagement	ELT SLT SLT	June 2017	Staff survey Improving trends in latecoming and behaviour referrals
	Investigate the use of VIVO rewards or similar to improve merit allocation from staff to pupils	Volunteer staff	March 2017	
Introduction of learner improvement groups led by House Captains to articulate and share learners experiences within classrooms. (1.2) (2.3)(2.2)	HGIOS 2.3 used to frame questions for learner engagement and focus groups Allocated In-Set day used for House captains to feedback on findings and next steps	HT/House Captains	December 2016	Active participation of learners in focus groups chaired House Captains
School communications re-designed using Sway format to build in evidence of Faculty improvements and updates once per term (1.2)	Sway format used to allow video, pictures and text to share progress of faculty curricular work and pupil achievement.	Faculty staff/learners	October 2016	Sway based communications are increased across a range of different areas of the school.

Evaluation: HGIOS 4 Challenge Questions to be used at planned review focus times during the session.

Learning, Teaching and Assessment priorities and objectives are redefined and articulated to ensure high quality learning experiences for all learners and are delivered by highly skilled staff. (2.3)

- How well do we apply the principles of planning, observation, assessment, recording and reporting as an integral feature of learning and teaching?
- How confident are we that all learners experience activities which are varied, differentiated, active, and provide effective support and challenge?
- What strategies do we employ to translate our vision, values and aims into daily practice within our school? How effective are these?

**Planned and protected time for teachers to engage in critical and creative thinking which will inform pedagogical approaches and lead to improved outcomes for learners. (1.3) (1.2).
Teachers are more confident in discussing how they have improved their practice as a result of their professional learning practice. (1.2)**

- How effectively do we create a learning culture within our school?
- How effective are our approaches to planning for continuous improvement? How do we ensure a continued focus on improvements in outcomes for learners?
- What range of data and information do we utilise to understand the social, economic and cultural context of the local community?
- How effective are our approaches to collegiate learning? Are we using an appropriate range of approaches which enable us to learn with and from each other?

Increase effectiveness of QIF planning group to take forward improvement priorities. (1.1)

- How well do all staff know and understand the key tools to be used in self-evaluation activities?

Data is used to embed school Positive Behaviour and ensure all actively understand and use effectively. (1.1) (1.3)

- Do all staff have sufficiently high aspirations and expectations for all children and young people?
- What strategies do we employ to translate our vision, values and aims into daily practice within our school? How effective are these?

Introduction of learner improvement groups led by House Captains to articulate and share learners experiences within classrooms. (1.2) (2.3)(2.2)

- How reliable is our evidence of impact on pupil learning?
- How well are children and young people involved in planning and identifying opportunities for personalisation and choice?
- How effectively do we involve learners and parents in planning and evaluating learning?

School communications re-designed using Sway format to build in evidence of Faculty improvements and updates once per term (1.2)

- How effectively do we share our individual and collective learning across the school?

Additional Tasks 2016-17 <i>Insert only tasks which are noted as areas requiring development within your S&Q report and are not included in the key areas for development above. Each task should have a brief action plan-these are for internal school use only.</i>	Responsibilities
Growth Mindset : identified teacher use of online training material within classes	Identified staff
Glow Email pupil access: initial development of pupil space on Glow sharepoint	tbc/mall working group
SFA/SQA Refereeing Course; introduction of this course into curriculum choice for identified pupils for session 2017-18 : development this year	Colin Drummond