



# Beath High School Improvement Plan 2024/25

## Summary of Priorities

### Overarching Focus for session 2024/25: Embedding our Vision

#### National Improvement Framework Priority 1

Priority 1a: Continue to improve pupil voice and empowerment

#### National Improvement Framework Priority 2

Priority 2a: Improve attendance  
Priority 2b: Improve staff and pupil wellbeing  
Priority 2c: Celebrating success

#### National Improvement Framework Priority 3

Priority 3a: Continue to improve parental engagement  
Priority 3b: Develop curriculum for asymmetric and 27.5-hour week

#### National Improvement Framework Priority 4

Priority 4a: Continue to improve positive destinations

#### National Improvement Framework Priority 5

Priority 5a: Raise attainment: level 6 in S5 and 5@6 by end of S6  
Priority 5b: Improving pedagogy

**Education Directorate Improvement Plan: Equality & Equity/Health & Wellbeing/Attendance & Engagement**

**Focused Priority 1a: Continue to improve pupil voice and empowerment**

Learners are actively engaged and involved in decision-making processes, ensuring learners needs are met in ways appropriate to the school's context.

**HGIOS4 Quality Indicators**

- 1.3** Leadership of change
- 2.7** Partnerships
- 3.1** Ensuring wellbeing, equality and inclusion
- 3.2** Raising attainment and achievement

<b>Expected Impact</b>	<b>Strategic Actions Planned</b>	<b>Responsibilities</b>	<b>Measure of Success (Triangulation of Evidence/QI Methodology)</b>	<b>Timescales</b>
<p>Learners feel heard, listened to and their views valued as part of the Beath High School community.</p> <p>Learners take responsibility for their own learning.</p> <p>Empowered learners become vocal advocates for themselves and their peers, fostering a more positive and collaborative school environment.</p>	<p>Recruitment of 20 Student Voice Ambassadors across all year groups.</p> <p>Appointment of Student Voice Captains.</p> <p>Pupil Empowerment Group established to oversee, lead and co-ordinate work. Pupils will be part of this group, alongside staff from across the school community.</p> <p>Opportunities via PSE for all classes to have their views heard</p>	<p>L Fowley</p> <p>Pupil Empowerment Group</p> <p>Student Voice Ambassadors &amp; S6 Student Voice Captains</p> <p>Year Head &amp; Guidance Teachers to engage regularly with relevant Year/House student voice ambassadors.</p>	<p>Learners feel confident to share their views and opinions of the Beath High School Community.</p> <p>Learners feel their opinions are valued.</p> <p>'Feedback Loop' is always closed, ensuring opinions shared by learners are responded to either individually or as a collective.</p>	<p>Pupil Empowerment Group established with members of staff from across the school community – by August 2024</p> <p>Student Voice Ambassadors across all year groups recruited by September 2024</p> <p>Student Voice Ambassadors trained and actively contributing by end October 2024.</p> <p>PSE Input starting by November 2024, occurring regularly by April 2025.</p>

	<p>on different aspects of Beath High School.</p> <p>Continue raising the profile of UNCRC and its incorporation into Scots Law, strengthening our position to apply for rights respecting school status in future academic years.</p>		<p><b>Triangulation:</b></p> <p><b>Quantitative Data</b> – Learners engaged in feedback methods, frequent dialogue and a clear confidence displayed in responses to challenge questions.</p> <p><b>Peoples Views</b> – Learners &amp; Staff will share their views on the strength of work delivered equating to learners being empowered within the school. Delivered via surveys, discussions &amp; challenge questions.</p> <p><b>Direct Observation</b> – Learners, staff and community partners will recognise a confidence amongst learners in sharing their own opinions of the school.</p>	<p>Year Head &amp; House Head engagement with respective student voice ambassadors starting by December 2024, occurring regularly by March 2025.</p>
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**Education Directorate Improvement Plan: Attendance & Engagement**

**Focused Priority 2a: Improve attendance**

**HGIOS4 Quality Indicators: 1.3, 2.1, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3.**

- 1.3 Leadership of Change
- 2.1 Arrangements to ensure wellbeing.
- 2.3 Learning and engagement.
- 2.4 Removal of potential barriers to learning.
- 2.5 Engaging families in learning
- 2.5 Early intervention and prevention
- 3.1 Wellbeing
- 3.1 Inclusion and equality
- 3.2 Equity for all learners
- 3.3 Increasing employability skills

Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success <i>(Triangulation of Evidence/QI Methodology)</i>	Timescales
<p>More young people improve their attendance and achieve their potential in school.</p>	<p>Focus on all staff following Beath attendance procedures to clearly identify attendance cohorts requiring actions (engage new staff at the start of 2024-25 session and refreshing information for existing staff). Attainment and Attendance Groups run to improve the attendance and outcomes for young people furthest from achievement.</p>	<p>G Hunter DHT Support</p> <p>R Loughran and A Anderson PTs Improving Attendance</p> <p>PTs Raising Attainment</p>	<p>Data in Power BI demonstrating improvements in cohorts (measured monthly).</p> <p>Young Learners At Risk (YLAR) spreadsheet.</p>	<p>August – September 2024</p> <p>Monthly checks</p> <p>June 2024 - April 2025</p>

<p>Improved support for young people who have very low attendance or are school refusers.</p>	<p>Development of Outreach processes and policies.</p>	<p>G Hunter DHT Support</p> <p>M Terry Outreach Teacher</p>	<p>Tracking of the number of young people engaging with Outreach and the progress they are making in their learning.</p>	<p>Termly</p>
<p>Young people recognise that excellent attendance and improvements to attendance are celebrated.</p>	<p>Registration classes identified for awards.</p> <p>Individual attendance improvements</p>	<p>Office staff</p> <p>R Loughran and A Anderson PTs Improving Attendance</p>	<p>Higher % of pupils receiving attendance awards.</p>	<p>Monthly</p>
<p>School attendance figures improve to become in line with Fife and then with national average.</p>	<p>Use of Power BI to identify individuals and cohorts where improvements in attendance can be made in 2024-25.</p>	<p>R Loughran and A Anderson PTs Improving Attendance</p>	<p>Power BI showing improvements in attendance for identified individuals and cohorts.</p>	<p>Monthly</p>

**Education Directorate Improvement Plan: Health & Wellbeing**

**Focused Priority 2b: Improve staff and pupil wellbeing**

Outcomes: A range of wellbeing activities and approaches that support and develop colleagues' wellbeing, promotes positive teamwork and builds capacity in whole school ethos and culture.

**HGIOS4 Quality Indicators**

3.1 Ensuring wellbeing, equality and inclusion

<b>Expected Impact</b>	<b>Strategic Actions Planned</b>	<b>Responsibilities</b>	<b>Measure of Success (Triangulation of Evidence/QI Methodology)</b>	<b>Timescales</b>
<p>Survey all staff on preferred wellbeing foci for session 2024/25. Clear direction for colleagues' wellbeing priorities. Will allow measurements and comparisons to be made</p> <p>Building relationships between staff, developing ethos and culture. Creating a sense of community Increased positive ethos and culture. Improved staff relations</p>	<p>Conduct a thorough assessment of current staff and pupil wellbeing. Create a vision aligned with Beath Vision to support staff and pupils Display wellbeing focus to staff based on evaluations</p> <p>Organise a variety of wellbeing events throughout the year 1. Secret Friend Initiative 2. Walking Wednesdays</p> <p>Staff Wellbeing afternoon INSET 2025</p>	<p>All Staff Staff Wellbeing Committee PTC's to support this</p> <p>HG and Committee to lead Staff Wellbeing Committee All colleagues All staff sign up HG and wellbeing committee to organise activities</p>	<p>Microsoft Form / Spreadsheet comparisons</p> <p>Direct observations Staff evaluation</p> <p>Survey Data MS Forms</p>	<p>October</p> <p>Ongoing Calendar of events to be created</p> <p>2025</p> <p>2024-25</p>

<p>Staff have the opportunity to be upskilled and have a presence around school</p> <p>Opportunity to increase healthy lifestyle, fitness, positive mindset, routines, exercise</p>	<ol style="list-style-type: none"> <li>1. Provide training sessions for staff and CLPL sessions</li> <li>2. Deliver L5 Mental Health First Aid course</li> <li>3. Work in partnership with local community. Use links such as Windmill farm for funding/ CPDs</li> </ol> <p>Staff Wellbeing Hub classes</p>	<p>Use Fife Council and Fife OMM stress management, resilience building, and mental health awareness resources and CPDs H Brown Levenmouth</p> <p>PE teacher (MC/NDK)</p>	<p>Evaluations and feedback forms</p>	<p>All year Linking to Mental Health calendar of events</p>
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**Education Directorate Improvement Plan: Achievement/Health & Wellbeing**

**Focused Priority 2c: Celebrating Success**

**Aim:** To provide a platform for Beath High School pupils success to be recognised and celebrated.

**Who will change:** NS and CH have taken lead on the celebrating success SIG at Beath. NS/CH created and sent out forms for faculties and parents/carers to input their young person's success. NS collated parents/carers responses and uploaded to the Celebrating Success Sway. CH collated faculty responses and uploaded to the Celebrating Success Sway.

**What will change:** Faculties and parents/carers will highlight the success that young person has achieved at the end of each term.

**How will it change:** Currently, the success of pupils is celebrated through whole staff emails or through X. The celebrating success SIG provides one platform where all young people's achievements are celebrated for the young people, parents/carers and staff to view. This will be published on the school website at the end of each term, making it more streamlined for all to view.

**HGIOS4 Quality Indicators**

**Successes & Achievements**

**3.2 Raising attainment and achievement**

*Overall quality of learners' achievement*

Overall, our learners are successful, confident, exercise responsibility and contribute to the life of the school, the wider community and as global citizens. They are personally and socially adept and have achieved a range of skills and attributes through a wide range of activities. As they move through their learning pathways they take increasing responsibility for ensuring they continue to add value to their achievements.

*Features of Highly Effective Practice*

There is evidence that children and young people are applying and increasing their achievements through active participation in their local community.



**Challenge Questions**  
 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?  
 How well does our work with partners and businesses ensure positive outcomes for our young people?  
 How well do we recognise and value the personal achievements of all learners?  
 How well do we track and recognise achievements?

Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
<p>The purpose of the Celebrating Success SIG is to highlight and celebrate all young people’s success inside and outside of school.</p> <p>It provides a platform for staff, learners and parents/carers to view the success and opportunities of Beath HS pupils.</p>	<p><b>Looking Outwards</b>  <b>1. Creation of BHS Celebrating Success</b>            NS completed probation year at LHS who has a successful Celebrating Success SIG. Inspiration taking from this to create a successful Celebrating Success SIG at Beath. Continue to make use of LHS for inspiration / a way of looking outwards / forwards.</p> <p><b>Professional Dialogue/Learning</b>            NS/CH spoke with DL regarding creation of Celebrating Success SIG.</p> <p><b>2. Celebrating Success SIG Board</b>            NS/CH spoke regarding plan for Celebrating Success SIG. Board design/location discussed.</p> <p><b>3. Partnership Working</b></p>	<p>N Stronach            C Howe            Faculty Representatives</p>	<p><b>7. Celebrating Success Sway Review</b>            A reflective form will be sent out to parents/carers as well as faculty representatives to gain feedback on the 1<sup>st</sup> edition of the Celebrating Success Sway. Feedback will be taken on board for sending out the 2<sup>nd</sup> edition.</p>	<p><b>1. Creation of BHS Celebrating Success Sway</b>            Publish the 1<sup>st</sup> edition of BHS Celebrating Success 24<sup>th</sup> of June 2024.</p> <p><b>2. BHS Celebrating Success Board</b>            Create / put up a celebrating success board in the school by 28<sup>th</sup> of June 2024.</p> <p><b>3. Partnership Working</b>            Connect other schools in Fife to see how they celebrate success by 31<sup>st</sup> of October 2024.</p>

	<p>NS to reach out to other schools in Fife on how they celebrate success.</p> <p><b>4. Link with Parental Engagement Group</b> Link with Parental Engagement Group with their termly newsletter to inform parents/carers of key dates/events.</p> <p><b>5. Merit system</b> All colleagues should continue to make use of the merit system to celebrate learners success on a daily basis.</p> <p><b>6. Link with the DYW Officer</b> Link with LT to promote events/showcase positive destination stories.</p> <p><b>7. Celebrating Success Sway Review</b></p> <p><b>7. Rector's 5 a day</b> Capacity in Didbook to record achievements through the 5 a day process</p>	S Ross		<p><b>4. Link with Parental Engagement Group</b> Publish the 2<sup>nd</sup> edition of the Celebrating Success Sway in partnership with the Parental Engagement Group newsletter by the 4<sup>th</sup> October 2024.</p> <p><b>5. Merit system</b> Ongoing.</p> <p><b>6. Link with DYW Officer</b> Publish the 2<sup>nd</sup> edition of the Celebrating Success Sway in partnership with the DYW Officer by the 4<sup>th</sup> October 2024.</p> <p><b>7. Celebrating Success Sway Review</b> Send out to parents/carers and faculty representatives by the 30<sup>th</sup> of August 2024.</p> <p><b>8. Rector's 5 a day</b> Throughout session</p>
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**Education Directorate Improvement Plan: Equality & Equity/Achievement//Attendance & Engagement**

**Focused Priority 3a: Improve Parental Engagement**

- Parent/carer body are involved in school decision-making
- Parents/carers engage with young person's learning through information / support about assessments, feedback and revision strategies
- Parents/carers invited to engage with support for issues affecting young people's health and wellbeing

**HGIOS4 Quality Indicators**

- 1.3 Leadership of Change
- 2.1 Arrangements to ensure wellbeing
- 2.3 Learning and engagement
- 2.4 Removal of potential barriers to learning
- 2.5 Engaging families in learning**
- 2.5 Early intervention and prevention**
- 3.1 Wellbeing
- 3.1 Inclusion and equality
- 3.2 Equity for all learners
- 3.3 Increasing employability skills

Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
<p>Parents/carers of S4 young people to be offered a range of events to support continuous improvement of attainment.</p> <p>Supports to target universal level prior to assessment gathering and additional level post summative assessment.</p>	<p>Start Here for Success event to be delivered early in term one. Event to cover revision, study support, learning styles, importance of attendance, assessment window, TEAMs use and AAA.</p> <p>Additional supports to focus on those at risk of not achieving 3@5, 5@5 and 4@5 as early intervention. Further events targeted at YLAR to involve parents/carers in supporting learners with achievement.</p> <ul style="list-style-type: none"> <li>• Subject specific study supports for learning together</li> <li>• Sharing of more detailed information around areas for improvement</li> <li>• Improved and targeted communication home for YLAR through PTCs/ PTs Attainment</li> </ul>	<p>HBL to lead Parental Engagement group with devolved faculty responsibility across the group.</p>	<p>Parent/carer views Young people's views Outcomes of further formative assessment SQA outcomes Attendance stats</p>	<p>Start Here for Success is on the calendar of events and planning began session '23-'24 Timescales to promote positive, improving attainment in line with SQA calendar</p>
<p>Parents / carers of new S1 pupils to be offered informal opportunities to see young people's outcomes and discuss start at High School.</p>	<p>S1 Settling In Celebration Evening delivered at end of term one. Event to target all parents/carers of S1 pupils with a view to promoting positive ongoing engagement / positive view of school.</p> <p>Faculties to offer 'Learn with Me' events, targeted at those learners</p>	<p>HBL to lead Parental Engagement group with devolved faculty responsibility across the group.</p>	<p>Parent/carer views Young people's views Attendance stats Evidence of closing gap between attainment vs deprivation through SNSA results in S2</p>	<p>Planned for end of term one, on calendar of events</p>

	<p>who are working below expected levels / have gaps in learning.</p>			
<p>Improvements to report writing / parent's evenings meetings to provide parents/carers with clear, evidence-based information of performance and opportunities for progression. Clear and viable next steps to be on individual basis.</p>	<p>Report writing / parent's evening sessions to be offered as part of Probationer / NQT calendar of events.</p> <p>Small working group to lead on report writing guide, with parent and pupil representation.</p> <p>Guide to be rolled out prior to first long reports through ELT mechanism.</p> <p>Stringent QA required in faculty and stringent QA from Guidance required on final check.</p>	<p>Opportunity for a member of PEG to lead, supported by HBL as required.</p>	<p>QA information returned during reporting process.</p> <p>Feedback QR code out to parents following long reporting.</p> <p>Feedback QR code out to young people following long reporting.</p>	<p>Realistic to deliver prior to first long report (draft for November) and important for 1.3 Leadership of Change</p>

<p>Parent/carer body engaged with wider school and informed of changes, achievements, appointments, calendar of events and community issues.</p>	<p>Consultation with parent/carer body about newsletters and wellbeing events to take place, with PEG responding to appetite for these appropriately. Small working group to lead on consultation, with parent and pupil representation.</p>	<p>Opportunity for a member of PEG to lead, supported by HBL as required.</p>	<p>Parent/carer views Pupil views Staff views Stakeholder / partner views Statistical data based on hits, page views, attendance to events as appropriate dependent on outcome of consultation</p>	<p>Consultation to be complete prior to October holiday.</p>
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**Education Directorate Improvement Plan: Positive Destinations/Attendance & Engagement**

**Focused Priority 3b: Develop a curriculum for asymmetric and 27.5-hour week**

**HGIOS4 Quality Indicators**

QI1.3, 1.5, 2.2, 2.4, 2.6, 2.7, 3.3

<b>Expected Impact</b>	<b>Strategic Actions Planned</b>	<b>Responsibilities</b>	<b>Measure of Success (Triangulation of Evidence/QI Methodology)</b>	<b>Timescales</b>
<p>To design a curriculum which will enable all learners to have access to a learning pathway that provides motivating experiences, meets their needs and enables them to achieve success.</p>	<ul style="list-style-type: none"> <li>• Re-establish Curriculum Group with representation from every Faculty area.</li> <li>• Update and refresh our curriculum rationale.</li> <li>• Review our equity of curriculum provision for all year groups in preparation for session 2025 – 26.</li> <li>• Discussions with PTCs and Faculties about curriculum offer for next session.</li> <li>• Course descriptors updated and shared with young people, parents/carers and all staff.</li> </ul>	<p>LA Curriculum Group PTCs All staff Parents/Carers Young people</p>	<p>Pupil Feedback Parent Feedback Staff Feedback</p>	<p>August 2024</p> <p>August/September 2024</p> <p>August/September 2024</p> <p>August/September 2024</p> <p>October/November 2024</p> <p>December 2024</p> <p>January 2025</p> <p>Late January – February holiday 2025</p>

	<ul style="list-style-type: none"><li>• Mock course choice with Senior pupils</li><li>• PTC meetings to discuss requirements for new timetable</li><li>• Parents &amp; Carers to complete choices with young people</li><li>• One to one course choice interviews with Guidance Teacher</li><li>• Build new timetable</li></ul>			Late February – mid March 2025  Late March 2025
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**Education Directorate Improvement Plan: Positive Destinations/Attendance**

**Focused Priority 4a: Continue to improve employability skills and sustained, positive school leaver destinations for all young people.**

**HGIOS4 Quality Indicators**

QI1.1, 1.3, 2.2, 2.3, 2.4, 2.6, 2.7, 3.1, 3.2, 3.3

<b>Expected Impact</b>	<b>Strategic Actions Planned</b>	<b>Responsibilities</b>	<b>Measure of Success (Triangulation of Evidence/QI Methodology)</b>	<b>Timescales</b>
<p>A minimum of 95% of all young people leaving school will progress into a sustained, positive destination when they leave school.</p>	<ul style="list-style-type: none"> <li>• Review and further develop the processes currently in place to support young people to transition into sustained, positive destinations.</li> <li>• All young people will be supported to make informed decisions about courses and pathways.</li> <li>• Further develop the range of opportunities for pupils to experience work-based learning in partnership with businesses, colleges and training providers.</li> <li>• SDS to do an Inservice with all staff to raise</li> </ul>	<p>L Abbot Guidance Team DYW Co-ordinator SDS All staff Partners</p>	<p>SLDR Pupil feedback SDS feedback</p> <p>Attainment data Pupil feedback Parent feedback</p> <p>Pupil feedback Partner feedback Staff feedback SLDR</p>	<p>December 2024 for Winter Leavers June 2025 for Summer Leavers</p> <p>May 2025</p> <p>May 2025</p> <p>August 2024</p> <p>August 2024 – Jan 2025</p>

	<p>awareness of the Career Education Standard and inform our approach to it.</p> <ul style="list-style-type: none"><li>• Use the CES self-evaluation and reflection toolkit to review what CES performance indicators we currently meet at faculty and whole school level.</li><li>• Create an action plan based on the self-evaluation and reflection toolkit to consider the embedment of CES across the curriculum.</li></ul>			April 2025
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**Education Directorate Improvement Plan: Raising Attainment and Achievement**

**Focused Priority 5a: Raising attainment & achievement for targeted groups: Level 6 in S5 and 5@6 by end of S6**

NIF Priority:  
Closing the attainment gap between the most and least disadvantaged children and young people.  
Improvement in attainment, particularly in literacy and numeracy.

**HGIOS4 Quality Indicators**

- 1.1 - Analysis and evaluation of intelligence and data
- 1.1 - Ensuring impact on learners' successes and achievements
- 1.3 - Leadership of Change
- 1.5 - Management of resources and environment for learning
- 2.3 - Effective use of assessment
- 2.3 - Planning, tracking and monitoring
- 2.6 - Continuity and progression in learning
- 3.1 - Inclusion and equality
- 3.2 - Attainment in literacy and numeracy
- 3.2 - Attainment over time
- 3.2 - Equity for all learners

Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success <i>(Triangulation of Evidence/QI Methodology)</i>	Timescales
1 All teaching staff are aware of previous pupil performance and attainment. All staff are thoroughly prepared for Faculty attainment review.	Use CfE machine – ‘Results Machine’ to thoroughly scrutinise attainment data.	MD All Staff	Attainment data scrutinised under several headings including: course summary, pupil summary, 5@5/6, marking reviews, prior attainment and component marks analysis. All teaching staff complete attainment evaluation for their classes.	Aug 2024
2 Almost all pupils will have their learning journey tracked over a period of time, to ensure that they are making incremental improvement over time.	Targeted tracking calendar in place for all S5/S6 learners to identify those at risk of not achieving their true potential. Specific focus on pupils studying L6 qualifications in S5 and ensuring that S6 5@6 attainment is maximised.	MD TMR Working Group All Staff	Didbook tracking data will identify whether a young person is on/off track, their current working grade and their target grade.	Aug 2024 – Apr 2025

3	Almost all pupils are supported through targeted interventions to attain appropriate qualifications and go on to a sustained positive destination.	Implement targeted intervention strategies for pupils identified as being off track at level 6 based on Didbook data. Focus on cusp pupils who are close to achieving key performance indicators 1@6, 3@6 and 5@6.	MD All Staff	Increase in the % of S5 pupils achieving level 6 qualifications and the % of S6 pupils achieving 5@6 – in line or better virtual comparator.	Aug 2024 – Apr 2025
4	Opportunity for all pupils to further refine their subject knowledge and SQA exam technique. Also, an opportunity for colleagues to build a rapport with pupils. This will further strengthen colleague's ability to tailor learning and teaching in order to get the best out of pupils.	Extensive study support and masterclass programme to be created to support level 5 and level 6 attainment.	MD/DL	Study support and masterclass programme shared with pupils and parents and carers. Support systems also regularly communicated via the school's communication platforms.	Sept 2024 – Study Support March 2025 – Masterclass Programme
5	All pupils are well positioned to make informed course choice based on maximising their ability to achieve level 5 and level 6 qualifications.	Guidance teachers to use assertive course choice strategy when advising young people in order to maximise pupil capacity to attain at the highest possible level.	HBL/GF/SA/ALC	Thorough scrutiny of pupil's prior attainment using previous attainment data obtained from CfE machine. Pupils presented with information to allow them to make an informed decision that will give them the best chance of passing at level 6 in particular.	Jan 2025 – Aug 2025

**Education Directorate Improvement Plan: Achievement/Attendance & Engagement**

**Focused Priority 5b: Improving Pedagogy**

**HGIOS4 Quality Indicators**

- 1.2 - Leadership of Learning
- 1.3 - Leadership of Change
- 2.3 – Learning, Teaching and Assessment
- 2.7 - Partnerships

Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success <i>(Triangulation of Evidence/QI Methodology)</i>	Timescales
<p>A focus on improving pedagogy across the school will positively impact outcomes for all young people through S1-6. It is hoped that, by further improving teachers use of varied and engaging pedagogy, this will lead to an increase engagement in learning, resulting in improved attainment and achievement for young people across the Broad General Education and Senior Phase.</p> <p>The scope of this priority is to impact positively on all young people across the school.</p>	<ul style="list-style-type: none"> <li>• Continued development of OSIRIS Outstanding Teacher Intervention programme – Cohort 2</li> <li>• Clear Whole school focus on:                             <ul style="list-style-type: none"> <li>➢ Checking for Understanding</li> <li>➢ Effective Questioning</li> <li>➢ Formative Assessment Strategies</li> </ul>                             Developed through whole school and faculty specific approaches                         </li> <li>• Further develop CLPL programme to cover identified whole school focus. This includes whole school CLPL Session at November INSET, as well as programme of twilight sessions.</li> </ul>	<p>D Lowrie, L Henning (OSIRIS)</p> <p>D Lowrie, PTCs. PT Subject</p> <p>L Edmondston (PT Pedagogy)</p> <p>D Lowrie, A Potter (PTC HWB), LTA Strategic Working Group</p> <p>D Lowrie</p>	<p>Direct observations, self-evaluation (lesson videos)</p> <p>Direct Observations (Buddy/PTC/SLT) – part of agreed whole school lesson visit plan</p> <p>Staff views, MS feedback forms</p> <p>Staff views, consultation via working groups</p> <p>Self-evaluation of current practice following consideration of others, staff views</p>	<p>January-June 25</p> <p>PTC/SLT – September-December 24 Buddy – January-April 25</p> <p>Ongoing, by June 2025</p> <p>By December 2024</p> <p>Ongoing, by June 2025</p>

	<ul style="list-style-type: none"><li>• Develop school approaches – Lesson Evaluations, Agreed Consistencies</li><li>• Continue to develop partnership working within the area of QI 2.3 – Partner schools, DHT Collaborative</li></ul>			
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