

**SCHOOL IMPROVEMENT PRIORITY 1: Inclusion and Wellbeing**

<b>NIF Key Drivers: 1, 2, 3</b>	<b>HGIOS4 QIs: 3.1, 2.4, 2.1, 1.3</b>
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<b>Outcomes for learners:</b>	<b>Actions/Approaches/Interventions:</b>	<b>PEF:</b>	<b>Measures:</b>	<b>Impact:</b>
Our school community will have a shared vision of success and ambition for every young person.	<ul style="list-style-type: none"> <li>• Implement refreshed house structure</li> <li>• Refresh vision and values</li> <li>• Weekly house assemblies</li> </ul>	Choose an Item	<ul style="list-style-type: none"> <li>• Feedback from focus groups</li> </ul>	
Relationships across the school community are positive and supportive.	<ul style="list-style-type: none"> <li>• Refresh Anti-Bullying policy</li> <li>• Preparatory work on Relationships policy</li> </ul>	Choose an Item	<ul style="list-style-type: none"> <li>• Feedback from focus groups</li> <li>• House Teams tracking will evidence improving trends.</li> </ul>	
All young people experience an inclusive environment. Those who require targeted support are identified and appropriate intervention is in place.	<ul style="list-style-type: none"> <li>• Pupil records are held, stored and managed inline with statutory requirements.</li> <li>• Professional learning for staff including circle, trauma-informed, neuro-affirming practice and The Promise.</li> <li>• Preparatory work on Class Charts.</li> </ul>		<ul style="list-style-type: none"> <li>• Feedback from focus groups</li> <li>• Review of records</li> </ul>	

## SCHOOL IMPROVEMENT PRIORITY 2: Raising Attainment

<b>NIF Key Drivers: 2</b>	<b>HGIOS4 QIs: 2.3, 3.2, 2.2</b>
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<b>Outcomes for learners:</b>	<b>Actions/Approaches/Interventions:</b>	<b>PEF:</b>	<b>Measures:</b>	<b>Impact:</b>
<p>L3 and L4 BGE attainment in June 2025 combined Literacy to meet stretch aims for all learners.</p> <p>Most BGE pupils understand the level they are performing at in most subjects and what they need to do to improve.</p>	<p>Work with staff to ensure a shared understanding of:</p> <ul style="list-style-type: none"> <li>• CfE levels</li> <li>• The moderation cycle</li> <li>• Tracking statements</li> <li>• Previous attainment</li> <li>• Stretch aims</li> <li>• Pupil ability (measured by SNSA/MidYIS/P7 ACEL Data)</li> <li>• Learner conversations (including what levels mean)</li> </ul> <p>Develop assessments that reflect BGE Benchmarks for subjects (and where possible Literacy and Numeracy)</p> <p>Consider how cross-school contributions could be gathered.</p>		<ul style="list-style-type: none"> <li>• Ongoing ACEL Tracking Data</li> <li>• Observations of lessons</li> <li>• Pupil feedback through questionnaire and focus groups</li> <li>• Authority moderation across schools</li> </ul>	
<p>Pupils' attainment increases inline with stretch aims (specifically most S4 pupils achieve 5+ L5 and almost all S4 pupils achieve 1+15) which leads to pupils leaving to positive destinations.</p>	<ul style="list-style-type: none"> <li>• SLT improve analysis of Subject Tracking Data and follow up with PTs</li> <li>• Work with staff to ensure a shared understanding of pupil ability and achievement</li> </ul>		<ul style="list-style-type: none"> <li>• Staff Feedback at Department Meetings and DHT/PT link meetings</li> <li>• Ongoing Tracking Data</li> <li>• SQA Results</li> </ul>	

**SCHOOL IMPROVEMENT PRIORITY 3: Provision of high- quality Learning, Teaching and Assessment**

<b>NIF Key Drivers: 2 and 4</b>	<b>HGIOS4 QIs: 2.3</b>
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<b>Outcomes for learners:</b>	<b>Actions/Approaches/Interventions:</b>	<b>PEF:</b>	<b>Measures:</b>	<b>Impact:</b>
Most lessons are well structured (in line with our toolkit).	<ul style="list-style-type: none"> <li>• Embedding our Learning and Teaching toolkit.</li> <li>• Focus on Professional learning programme.</li> <li>• Establishment of informal talk and teach group within KGS.</li> </ul>		<ul style="list-style-type: none"> <li>• Observations of lessons</li> <li>• Feedback through pupil focus groups</li> <li>• Staff feedback through questionnaire and focus groups</li> <li>• Authority moderation across schools</li> </ul>	
In most lessons, young people understand the purpose of their learning and have opportunities to reflect on the progress they have made.	<ul style="list-style-type: none"> <li>• Professional learning focusing on learning intentions and success criteria as part of the toolkit</li> </ul>		<ul style="list-style-type: none"> <li>• Observations of lessons</li> <li>• Pupil feedback through questionnaire and focus groups</li> <li>• Authority moderation across schools</li> </ul>	