Priority	Description	HGIOS	Theme	Action	Person/People Responsible	Expected Impact	Progress Update October 2023	Progress Update January 2024	Final Review May 2024
1	Learning & Teaching	2.3	L&T: all themes	Increase familiarisation and use of the BHS L&T Toolkit	Leadership Team	Increased staff confidence and improvement in pedagogy observed	Use of new observation format this session in all teams that links to toolkit		
1	Learning & Teaching	2.3	Quality of Teaching	Advertise and appoint working group leads based on QI themes	EB/MS	Increase confidence and capacity for improvement through the promotion of teacher agency	11 L&T leads appointeed		
1	Learning & Teaching	2.3	Quality of Teaching	Identify working group areas, share with teaching staff & all staff opt into group	EB/MS	Staff access bespoke CLPL/ educational research to improve learning and teaching.	All stafff joined a working group.		
1	Learning & Teaching	2.3	Quality of Teaching	Working groups plan towards Pedagogy Festival on inservice day (12/2/24). Time protected through collegiate calendar.	EB/MS	Staff access and apply relevant findings from educational research to improve learning and teaching.	L&T padlet developed to link with themes of working groups and provide access to high quality resources		
1	Learning & Teaching	2.3	Quality of Teaching	Pedagogy lead works with PTs to create inserts to support team CLPL. Inserts focused on areas highlighted in audit	EB/MS/PTs	Increased confidence in areas of formative assessment (FA); increased observation and feedback on effective use of FA	PTs have met and produced insert on Plenaries, LOs and LIs this term.		
1	Learning & Teaching	2.3	L&T: all themes	Include hosting PT in Open Doors review discussion and reporting	EB/PTs	Improved QA process leading to shared understanding of practice and ares of strength & improvement			
1	Learning & Teaching	2.3	L&T: all themes	Tri-learning focus to be linked to work of working groups. Teacher share area of focus with their group	EB/SB/ all staff	Increased teacher interest and commitement to areas identified for focus			
1	Learning & Teaching	2.3	L&T: all themes	Review and update lesson observation pro forma in line with BHS L&T toolkit	EB/MS	More useful and accessible format that links to best practice used by all teachers	Observation sheet shared

Toolkit tile added to dashboard to improve staff | | |
1	Learning & Teaching	2.3	Effective use of assessment	Increase awareness/ understanding of range and impact of whole class response systems, eg use of mini-whiteboards (twilights. resources, Team meeting discussion)	EB/MS/ PTs	Increased teacher understanding of the impact of of questioning with MWB	Voluntary CLPL session for staff in Novemberon on increased participation linked to improved formative assessment skills		
1	Learning & Teaching	2.3	Effective use of assessment	Increase use of mini-whiteboards in classes where appropriate	PTs/ all teaching staff	Increased learner engagement and participation across the school.			
2	Wellbeing & Inclusion	3.1	Wellbeing	Tracking of Health & Wellbeing (all pupils once per year)	CA/PT PS	Demonstrate the extent to which young people feel safe, healthy, achieving, nurtured, active, respected, responsible and included	EJ researching Glasgow Motivation and Wellbeing Profile GMWP, developed by Glasgow City Council's Educational Psychology Service to support monitoring and tracking the wellbeing of children and young people. EJ will visit a school in another local authority to discuss tracking HWB.		

2	Wellbeing & Inclusion	3.1	Inclusion & equality	Implement Equally Safe at School	EJ/ ESAS Team/ all staff	The school has a better understanding of the impact of sexism and mysogyny. We can demonstrate that there are increasing rates of pupils feeling safe at school. We understand, value and celebrate diversity and challenge discrimination. Feedback and data anaysis shows that sex is not a barrier to participation and achievement	ESAS Action Plan 1 completed and uploaded on to ESAS website. ESAS key stages of monitoring and evaluation. self assessment, training and informing the school community completed completed.		
2	Wellbeing & Inclusion	3.1	Inclusion & equality	Address and improve approaches to reporting, recording, and monitoring anti-racism. Pupils involved in the recording of incidents.	CA	Increased rates and follow-up of recording. Pupils feedback that they are know and have confidence in the process	EJ met with Head Prefect Team to dicuss approaches to reporting, recording and monitoring of bullying incidents.		
2	Wellbeing & Inclusion	3.1	Inclusion & equality	Address and improve approaches to reporting, recording, and monitoring discrimination against LGBTQi+ Pupils involved in the recording of incidents.	CA	Increased rates and follow-up of recording. Pupils feedback that they are know and have confidence in the process			
2	Wellbeing & Inclusion	3.1	Inclusion & equality	Prepare for, apply and secure silver award 'We Develop' for young carers	CA/AB	Training has been provided to staff. YC status is noted on all SI documentation. 'hidden' YCs have been identified. Attendance, attainment and wellbeing of YCs is tracked. High attendnace at YC meetings. Notice board updated, forums & coffee mornings take place.			June 2024
2	Wellbeing & Inclusion	3.1	Fulfilment of statutory duties	Review the Pupil Support Structure	CA/ PTS PS/ SLT	All pupils are benfiting from high quality pupil support. We have an effective strategy and planing to ensure all young people have access to a named person. Young people feel well supported to help. themselves and fully involved in the decision making process.	SLT meeting to discuss Pupil Support Structure 27/11/23		
2	Wellbeing & Inclusion	3.1	Wellbeing	Improve whole school approaches to Nurture	LR/ LS				
2	Wellbeing & Inclusion	3.1	Wellbeing	Review Form time structure and programme	CA	We have an effective approach to planning and use of Form time that mazimises support and wellbeing of our young people.			
2	Wellbeing & Inclusion	3.1	Wellbeing	Continued collaboration with parent digital group with focus on survey findings	EB/DS	Increased support for digital wellbeing & decision making			
2	Wellbeing & Inclusion	3.1	Wellbeing	Introduce book club to support staff wellbeing	AB	Staff volunteer to take part. They report an increase in general wellbeing and connectiveness			
2	Wellbeing & Inclusion	3.1	Wellbeing	Andy Simpson (SISS) to deliver Safety Intervention training	CA	all staff have increased understanding and confidence in crisis prevention and reponding to dysregulated behaviour			
2	Wellbeing & Inclusion	3.1	Fulfilment of statutory duties	Support care experienced young people to learn, participate and flourish	SLT/PT PS	Improved attendance for care experienced young people. % of looked after leavers in positive destinations.	CA/EJ/AL/MM reviewing the Attendence Policy. CA raised awareness of attendance at Parent Council 7/11/23		
3	Curriculum	2.2	Curriculum: rationale & design	Review of school day timings and allocations	DB	Maximised effective use of time. Close links with bus time. Reductions in latecoming.			

3	Curriculum	2.2	Curriculum: skills for learning, life & work	Implement Barista Cafe and qualification	DB/LR	Increase in S6 engagement; increase profile at parents' nights & events		
3	Curriculum	2.2	Curriculum: rationale & design	Review of S3 Curriculum	DB/SLT/PTs	Improved preparation for the Senior phase		
3	Curriculum	2.2	Curriculum: learning pathways	Increase use of SCQF Framework	DB/PTs	Increase range of qualifciations in Senior Phase		
3	Curriculum	2.2	Curriculum: skills for learning, life & work	Review S6 Curriculum and Experience	DB/Leadership team	Reduce subject dropouts and increase wider achievement		
3	Curriculum	2.2	Curriculum: skills for learning, life & work	Create Destinations database	DB/NC/PTPS/SDS	Improve access to information of pupil pathways. Increase positive destinations.		
3	Curriculum	2.2	Curriculum: learning pathways	Plan Senior Phase pathways for ASN pupils	DB/LR/PTs	Increase Level 2-4 qualifications for ASN pupils		
3	Curriculum	2.2	Curriculum: development	Increase whole school approaches to sustainability & climate in partnership with climate ambassadors, Eco Club, Parent Council & G63 Hub Team	EB/ LT	Increased community food boxes, link with Forth Environment link, Balfron Clothing Co, Pupil Parliament		
4	Attainment & Achievement	3.2	Attainment over time	Planned use of Insight & SQA data to identify areas of targeted curricular improvement	PS/DB/ PTs	Confident staff understanding and planning to ensure link between curricular offer and pupil attainment is strong	Insight data shared with all staff and discussed with PTs through attainment meetings. Insight points accumulated according to Stage and Curricular Area and Subject shared and weaknesses identified	
4	Attainment & Achievement	3.2	Quality of learners' achievement	Review & Improve accuracy of BGE tracking (increased moderation and verification of assessments)	PS/ PTs	Our staff make effective use of assessments and their shared understanding of standards to make confident professional judgements about how well children and young people are learning and progressing	The school has an up to date Moderation & Verification Policy covering BGE & Senior Phase. All teams have a subject policy which supports SQA standards in the Senior Phase and are updating their approaches in the BGE.	
4	Attainment & Achievement	3.2	Attainment over time	Review BGE attainment relative to pupil curricular pathways	PS	All learners make very good progress from BGE to senior phase		
4	Attainment & Achievement	3.2	Quality of learners' achievement	Review and use of tracking data to influence & plan interventions	PS/PTs	The attainment of targeted groups (lowest 20%, middle 60%) of S4/5 leavers improves		
4	Attainment & Achievement	3.2	Quality of learners' achievement	Use of tracking data to ensure that all pupils achieve a minimum of 5 NQs in S4	PS/PTs	Where tracking identifies pupils are unlikely to achieve at current level, evidence is collected to safeguard qualification at lower level.		

4	Attainment & Achievement	3.2	Quality of learners' achievement	All staff ensure that evidence is collected and saved from BGE courses that can be used should a young person require it due to cuspy ability or interuption to attendance.	PS/PTs	Improvement in 5@level 3+ statistic; clarity on learner curricular pathway.all pupils achievement is recognised.			
4	Attainment & Achievement	3.2	Equity for all learners	1-1 coaching for targeted pupil (PEF)	FF/ ND/ numeracy lead				
4	Attainment & Achievement	3.2	Equity for all learners	Targeted literacy interventions	FF/ND				
4	Attainment & Achievement	3.2	Equity for all learners	Targeted numeracy interventions	FF/ numeracy lead				
4	Attainment & Achievement	3.2	Equity for all learners	Continued promotion of Reading and silver accreditation Reading School activities	ND				
4	Attainment & Achievement	3.2	Equity for all learners	Targeted family learning activities	FF				
5	Pupil Voice	1.1	Collaborative approaches to self evaluation	Launch the Pupil Parliament with increased leadership opportunities: Head prefects, House Captains, Climate Ambassadors, LGBTQI+, Sports Ambassadors, ASN ambassadors & more	EB	Pupil participation is increasing in strength and a strong feature of self evaluation and influence. The parliament becomes an effective mechanism to discuss and share view, review & planning			
5	Pupil Voice	1.1	Collaborative approaches to self evaluation	Increased focused use of HGIOURS, surveys and focus groups	EB/all teams	Each team has an effective system to collaborate and provide effective mechanisms to consult with stakeholders			