Section 1: School Information	
School/Establishment	**Balerno High School**
Head Teacher	**Roslyn Ranger**
Link QIEO	**Lorraine Budge**

School Statement: Vision, Values & Aims and Curriculum Rationale

Mission Statement – Balerno Community High school is a welcoming, supportive and inclusive school community, where we nurture, encourage, motivate and value each and every individual to be their best and support them to achieve their potential.

Vision – We are a community built on strong relationships and a commitment to success.

Our Values – Respect, Inclusion, Excellence, Resilience, Honesty

Curriculum Rationale

Balerno High School's aims to offer a curriculum which offers is sustainable, inclusive, offers personalisation and choice, challenge and enjoyment.

The BGE offer includes subjects across all curricular areas, in addition S1 and S2 includes am IDL STEAM course. At the end of S2 young people make some personalisation and choice in relation to their subjects for S3.

Our Senior Phase includes a wide offer of courses at SCQF level 3-7. Young people in S5/6 who are undertake a National 4/5 qualification are timetables with a S4 class to ensure they receive the best learn experience. The curriculum offer includes Skills for Work courses as well as NPAs and parnership working with a locailty school to deliver a Construction course. The School College Partnership offer with West Lothian and Edinburgh College extends the offer to our young people so they can participate in Foundation Apprenticeships as well as courses not on offer at the school.

<table>
<tr><td colspan="2" align="center">**Improvement Priority 1**</td></tr>
<tr><td>**Improvement Priority 1**</td><td>**Learning Teaching and Assessment**</td></tr>
<tr><td>**Person(s) Responsible**</td><td>*Who will be leading the improvement? Who will they collaborate with?*
Maree Anderson DHT
Collaboration with all staff, staff LTA working group, Pupil School Improvement Group and Learning Community</td></tr>
<tr><td>**Next Steps from Standard and Quality Report**</td><td>

- Review Home-Study Policy to take into account digital learning.
- Recording learner achievements in and out of school.
- Analyse and evaluate SQA data in August for young people who were mentored/ targeted.
- Implement a new LTA policy to include CLEAR (Connection to prior learning/ Learning intentions and success criteria/ Engagement of learners/ Activities to support and challenge learners/ Review of learning).
- Digital CLPL for staff to include SharePoint, including looking outward for best practice to support.
- Engagement with the Teachers' Charter through SCE, CAT and INSET.
- Engaging with the school improvement committees to achieve their roles and agreed outcomes.
- Aim to achieve a consistent approach to BGE evidence gathering and assessment approaches.
- Create a moderation policy for consultation.

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<tr><td>**HGIOS 4 QIs**</td><td>**NIF Priority**</td></tr>
<tr><td>2.3</td><td>

- Improvement in attainment, particularly in literacy and numeracy
- Closing the attainment gap between the most and least disadvantaged children and young people

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Outcomes/ What are you going to improve?	Tasks/Interventions	How Will You Measure Impact?	Timescale(s)	Progress 1 (Jan)	Progress 2 (May)	UNCRC Article

Outcomes for learners; targets; % change	Activities in Working Time Agreement, Professional Learning Learning and Teaching interventions	What ongoing information will demonstrate progress? Identify qualitative, quantitative, evaluative pre and post measures	What are the key dates for implementation? When will outcomes be measured?			
• Review Home-Study Policy to take into account digital learning.	Draft home study policy to be shared with all staff for consultation. Finalised policy shared with all stakeholders.	Pupil voice Stakeholder voice Tracking/ monitoring/reporting data within subjects to monitor impact	Implement in September 2023 Review in May 2024			Article 29
• Recording learner achievements in and out of school.	Creation of a strategy to log young people's participation in activities out with the classroom. Monitoring and tracking young people against demographic data, with particular focus on young carers and LAAC.	Wider achievement evenings	Ongoing			Article 29, 31
• Analyse and evaluate SQA data in August for young people who were mentored/ targeted.	Robust analysis of INSIGHT performance data and intersection with demographic data. Young people identified who will participate with early interventions.	Base line data in August. Mentoring young people to participate. Remove barriers to participation.	August 2023			Article 29
• Implement a new LTA policy to include CLEAR (Connection to prior learning/ Learning intentions and success criteria/ Engagement of learners/ Activities to support and challenge learners/ Review of learning).	Faculty led focus on CLEAR and consistency of its delivery across all learning episodes.	SCE data Circle data Pupil voice	August 2023 Review after SCE in March 2024			Article 29

• Digital CLPL for staff to include sharepoint, including looking outward for best practice to support.	Learning Community delivery of two CLPL CAT sessions. Creation of CLPL SharePoint to include Digital learning. Visit schools of excellence to identify best practice and reflect how this can be introduced to the Balerno context.	Data collection via Digital Schools Award and self-evaluation toolkit Observations through SCE with a focus on digital learning	Ongoing in 2023/24 Implement SharePoint August 2023 Complete DSA self-evaluation June 2024			n/a
• Engagement with the Teachers' Charter through SCE, CAT and INSET.	Focus area on Skills. Staff to engage with CEC CLPL.	WTA time SCE feedback Pupil voice	Ongoing in 2023/24			n/a
• Engaging with the school improvement committees to achieve their roles and agreed outcomes.	All young people have the opportunity to sign-up to SIGs. SIGs meeting on a rolling program during Friday tutor time to review progress. SIGs feed into School Improvement planning.	Pupil voice. Pupil engagement	Implement in August 2023 Review via Pupil Parliament by April 2024			Article 12, 13, 29
• Create a moderation policy for consultation. • Aim to achieve a consistent approach to BGE evidence gathering and assessment approaches.	LTA group and LTA SIG to engage on a clear moderation policy. Use of designated Leadership time to ensure a consistent and robust assessment and approach. Collegiate working within faculties to engage with robust approached to improve attainment.	Consistent approaches to moderation. QA processes throughout the year. Tracking and monitoring data.	Create in Sept 2024 Review via QA calendar			n/a

• Improved outcomes for literacy and numeracy	Identification of pupils at risk at the point to transition P7 into S1.	Baseline data from P7. Transition teacher input/support/interventions. 1.0 FTE DHT Attainment	Collate data in August 2023 Ongoing			Article 29
• Introduce Learning for Sustainability	Create a LfS vision and 3-year implementation plan. Audit current LfS. Learning Community Action Plan outcomes	0.1 FTE Sustainability Lead Pupil and staff Voice School audit	Create in September 2023			Article 29
• To develop staff confidence and understanding in relation to RoA benchmarks	Continued use of whole school One Note to gather evidence. Develop whole school strategic plan for Literacy, Numeracy and HWB.	CLs of Maths, English and HWB Pupil School Improvement Group	Ongoing			Article29

Improvement Priority 2	
Improvement Priority 2	**Equity and Inclusion**
Person(s) Responsible	*Who will be leading the improvement? Who will they collaborate with?* Shaun Ferguson, DHT Support. In collaboration with Pupil Support Team, CEC guidelines, Attendance Framework, Senior Pupil Team, Equalities team, CLs, LGBT/ GSA group.
Next Steps from Standard and Quality Report	*Insert next steps identified in S & Q Report* • Introduction of Inclusion School Captains as part of the revised Senior Pupil Team. • Develop the role of inclusion buddies in the BGE • Continue the equalities work already begun. • Incorporate faculty frameworks for criticality alongside CLEAR and SAMR. • To achieve 85% or less attendance for <10% S1-4 • Achieve Gold LBGTQ+ Award • Investigate Class Charts as a method of streamlining communication with home and meeting learners needs. • Launch of Our Balerno Way – Dressing for Excellence (Aug 2023) • All staff must take part in CEC ASD CLPL (3hrs) • Introduce TMD

HGIOS 4 QIs	NIF Priority
3.1	• Closing the attainment gap between the most and least disadvantaged children and young people

Outcomes/ What are you going to improve?	Tasks/Interventions	How Will You Measure Impact?	Timescale(s)	Progress 1 (Jan)	Progress 2 (May)	UNCRC Article
Outcomes for learners; targets; % change	Activities in Working Time Agreement, Professional Learning Learning and Teaching interventions	What ongoing information will demonstrate progress? Identify qualitative, quantitative, evaluative pre and post measures	What are the key dates for implementation? When will outcomes be measured?			

• Introduction of Inclusion School Captains as part of the revised Senior Pupil Team.	Pupil leadership team to create opportunities for some Pathway 2/3 pupils and/ or pupils Support Team identify as needed support because of a vulnerable group category. Support The Bridge pupils as directed by CL.	Bridge Evaluations. House Head meetings to ensure pupils are engaged in at least one activity. SHANARRI ratings. Attendance rates for Bridge pupils. Decrease in Hub/ Bridge pupil drop-in data.	Ongoing. Review in May 2024.			Article 2,23,28, 29
• Develop the role of inclusion buddies in the BGE	Opportunity for pupils to sign up. Pupils identified through ASL Caseload.	Pupil feedback. Attendance data. House Team meeting reviews.	In place for Sep 2023. Review ongoing.			Article 2,23,28, 29
• Continue the equalities work already begun.	Create whole-school Equalities calendar. Ensure staff awareness of school demographic. SLT to support the actions and priorities of the Equalities group. Incorporate faculty frameworks for criticality alongside CLEAR and SAMR.	Pupil feedback. Visible inclusivity. Bullying and Equalities data. SHANARRI Ratings.	Data issued to staff in August 2023. Review Bullying and Equalities concerns as they arise. SHANARRI Ratings twice per year.			Article 2,23,28, 29

• To achieve 85% or less attendance for <10% S1-4	Robust tracking at PSL and House Head level.	Attendance data.	Monthly Review.			Article 29
• Achieve Gold LBGTQ+ Award	SLT to support LGBT groups actions and incorporate CLPL where appropriate.	Award status.	September 2023.			Article 14, 30
• Investigate Class Charts as a method of streamlining communication with home and meeting learners needs.	SLT to investigate.	Looking outwards to other schools.	Investigate by Dec 2023.			n/a
• Launch of Our Balerno Way – Dressing for Excellence (Aug 2023)	Continued sharing of Our Balerno Way...dressing for excellence in August 2023.	Imporved pupil engagement. Increased family support	August 2023 - ongoing			Article 2, 27,30
• All staff must take part in CEC ASD CLPL (3hrs)	CLPL arranged for INSET.	CIRCLE SCE Practitioner practice.	INSET			n/a
• Introduce TMD	SLT to strategically plan and use data from TMD to support improvement in attainment and attendance.	Insight Attendance Attainment	August 2023. Ongoing review.			Article 29,

• Introduce 1:1 Key Adult strategy to support CE/ LAAC pupils.	SLT to create CE/ LAAC champions as a staff leadership opportunity.	CE/ LAAC attendance and attainment.	August 2023.			Article 2, 29, 30
• Continued investigation of curricular pathways	Engagement with partners, locality, SCQF. Audit of pathways across faculties. Continued development of Pathways document.	Increase in curriculum offer for 24/25.	Prior to coursing in 2024.			Article 29

Improvement Priority 3	
Improvement Priority 3	**Health & Wellbeing of pupils and staff**
Person(s) Responsible	*Who will be leading the improvement? Who will they collaborate with?* Shaun Ferguson DHT Chair of Parent Council, RRSA Parent forum Simon May as MVP lead
Next Steps from Standard and Quality Report	*Insert next steps identified in S & Q Report* • Increasing the HWB offer to staff. • Parent Council to support family learning. • Supporting our Care Experienced community reach their full potential.

HGIOS 4 QIs	NIF Priority
3.1	• Improvement in children and young people's health and wellbeing

Outcomes/ What are you going to improve?	Tasks/Interventions	How Will You Measure Impact?	Timescale(s)	Progress 1 (Jan)	Progress 2 (May)	UNCRC Article
Outcomes for learners; targets; % change	**Activities in Working Time Agreement, Professional Learning Learning and Teaching interventions**	**What ongoing information will demonstrate progress? Identify qualitative, quantitative, evaluative pre and post measures**	**What are the key dates for implementation? When will outcomes be measured?**			
• Increasing the HWB offer to staff.	Continuation of HWB input as part of the INSET days. Increase offer of HWB throughout the school year Launch Our Balerno Way...supporting our staff.	Staff feedback	Ongoing			n/a
• Parent Council to support family learning.	Collaboratively work with the Parent Council to deliver family sessions in relation to key HWB themes. Strengthen the role of the Parent / Carer RRSA Forum.	Parent/carer feedback	Ongoing			Article 5, 29,
• Supporting our Care Experienced community reach their full potential.	Engage in whole staff CLPL from the We Matter Team.	Staff feedback. SHANARRI Indicators.	2 hours CLPL to be agreed in WTA.			Article 2, 30

• Reintroduction of MVP program	Recruitment of HWB ambassadors who will be MVP mentors. Monthly themes/focus to mirror/match MVP Staff training. Run four sessions Oct/Nov/Feb/March	Reduction in exclusions/referrals. Pupil Voice	Ongoing				Article 29
• Create a Learning Community SEF strategic plan for PRAG	Learning Community partnership working to engage with a HWB agency such as Place 2 Be to improve HWB outcomes for young people, staff and families.	Attainment data Attendance data (for pupils living in poverty) FSM Quintile 1-2	ongoing				Article 29

Improvement Priority 4	
Improvement Priority 4	**Leadership of learning and change**
Person(s) Responsible	*Who will be leading the improvement? Who will they collaborate with?* R. Ranger HT SLT QIEO Leadership Team Pupils RRSA Group and Pupil Parliament
Next Steps from Standard and Quality Report	*Insert next steps identified in S & Q Report* • Developing a school culture to further embed the school's vision and values called 'Our Balerno Way…'. • Protected management time for professional dialogue, collegiate learning and professional self-evaluation. • Further develop CLPL offer across the learning community and ensure access for all through multiple formats, e.g., recorded alongside established OneNote. • Provide Support/ Inclusion CLPL for staff to gain professional knowledge and understanding and build capacity for

HGIOS 4 QIs	NIF Priority
1.2 **1.3**	- Closing the attainment gap between the most and least disadvantaged children and young people - Improvement in employability skills and sustained, positive school-leaver destinations for all young people

Outcomes/ What are you going to improve?	Tasks/Interventions	How Will You Measure Impact?	Timescale(s)	Progress 1 (Jan)	Progress 2 (May)	UNCRC Article
Outcomes for learners; targets; % change	Activities in Working Time Agreement, Professional Learning Learning and Teaching interventions	What ongoing information will demonstrate progress? Identify qualitative, quantitative, evaluative pre and post measures	What are the key dates for implementation? When will outcomes be measured?			
Developing a school culture to further embed the school's vision and values called 'Our Balerno Way...'	Sharing feedback from the consultation in summer term 2023. Creation of 'you said we did' display Embed the language around Our Balerno Way with the school community	Perception feedback from all stakeholders.	Ongoing			Article 12, 29
Protected management time for professional dialogue, collegiate learning and professional self-evaluation.	Management time timetabled 1 period per week. Strategy to focus on rotation of 4 whole school priority	Increased collegiate working Increased consistency in LTA	Ongoing, weekly			n/a

		areas, led by CL's Focus on sharing good practice; supporting faculty improvements and leading on whole school improvement.	Increased empowerment of Leadership Team				
	Further develop CLPL offer across the learning community and ensure access for all through multiple formats, e.g., recorded alongside established OneNote.	Build on current Bitesize CLPL offer, recording of sessions in addition to resources on CLPL One Note. All resources linked to CLPL SharePoint.	Staff feedback on forms Engagement with recorded material Increased collegiate activity	Ongoing termly CLPL programme			n/a
	Provide Support/ Inclusion CLPL for staff to gain professional knowledge and understanding and build capacity for career development within Support/ Inclusion.	Target staff who have identified a support/ inclusion career route/ CLPL as part of their PRD and create a suite of opportunities for staff to engage with.	Staff knowledge and professional practices. Career progression/ promotion. PRD evaluations.	August 2023. Ongoing participation and opportunities offered throughout session.			Article 2, 29
	Provide opportunities for pupil leadership across S1-6 to engage with pupil parliament and school improvement groups.	Leadership opportunity fair for all young people to have information on school improvement groups and the opportunity to be involved.	Pupil voice SIP input Pupil engagement	S4-6 7th June S1-3 August			Article 12, 13,14 29
	Roll-out a tracking and monitoring database (TMD) to ensure effective strategies are in place to monitor and evaluate the impact of changes on	Ensure all pupil data is within the spreadsheet and used to analyse attendance, attainment, etc.	Attainment and attendance data.	Tracking periods. Monthly attendance. 5@3 tracking.			Article 29

outcomes for learners. This should include LTA data, equity profiles, strategies to support learning and wider achievement.			Equity data in place by August 2023.			
Establish a planned SSE at faculty level to develop faculty practice to take account of our self-evaluation and improve outcomes for learners. This will include input from SLT, QIEO and peer-CL.	Opportunity to triangulate faculty self evaluation with external input.	Improved understanding of data. Clear understanding on next steps.				Article 28, 29
Continue to embed UNCRC within the school	• Embed the UNCRC into the curriculum through the LTA Policy and RRSA Curriculum Toolkit. • Embed the UNCRC into the curriculum through each faculty completing their Faculty Curriculum Development • Strengthen Pupil Parliament. • Strengthen the understanding of links between UNCRC and Sustainable Development Goals through projects like the World's Largest Lesson. • Sustain the work we did to achieve Gold: Article of the Month, Rights Week,	Increased used of UNCRC in curriculum planning across the school. Increase in the impact of Pupil Parliament demonstrated through pupil voice. Interaction with other CEC schools as an UNCRC ambassador school.	Ongoing			Article 2, 3, 4, 12,13, 29

	UNICEF Outright Campaign. • Working with the pupil group to be ambassadors for RRSA in the local community / across the city.					
Continue to develop a clear whole school understanding of skills for learning, life and work.	• Continue to develop the role of MyWoW and SCQF Ambassadors with current ambassadors recruiting and training new S2/3 pupils. • Aim to achieve bronze and work towards silver SCQF Award. • Embedded meta skills into daily practice	Increased offer of qualifications at SCQF level 3-7 SCE observations – skills embedded into L&T Student and Teacher feedback	New ambassador training Sept 2024 Biweekly meetings			Article 29
'Looking outwards' at schools locally, nationally and internationally	• Participate with locality schools • Consider linking with a school out with CEC • Engage with HKSSIP program	Increased understanding of educational practices in other schools and authorities and countries.	Ongoing			Article 29