Nurturing Ambition and Creativity

# Broxburn Academy

# School Improvement Plan

# 2026-2027

Inclusion, Integrity and Respect

UNCRC Article 3,12,13,28,29,31

# Head Teacher's Introduction

Opened in 1962, Broxburn Academy is a comprehensive secondary school (non-denominational) situated in Broxburn, a town in West Lothian.

Our **shared school values** of **Inclusion, integrity and respect** underpin all our decisions and inform our actions.

The Broxburn Academy learning community includes our associated primaries of:

**Broxburn Primary School, Kirkhill Primary School, Pumpherston & Uphall Station Primary School, and Uphall Primary School.**

We work closely in partnership with our associated primary schools to deliver positive outcomes for families across our school community, including the P7-S1 transition process.

In addition, we also receive several out of catchment placing requests.

The school is a vital part of the local community and enjoys a very good reputation in the area and has a strong ethos of inclusion as well as for academic success.

We are a Rights Respecting school committed to the UNCRC and are proud to have achieved gold award status.

There are 67 teaching staff (promoted and non-promoted) and 18 support staff, including 10 staff members designated to support those young people with additional support needs.

In addition, we work with a number of external partners, including Skills Development Scotland who support our young people to secure a positive destination on leaving school.

## Our Vision

Broxburn Academy aspires to ***Nurture, Ambition and Creativity.***

Broxburn Academy is a community in which everyone feels safe, valued, and respected. Our core values of **inclusion**, **integrity** and **respect** are at the heart of everything that we do.

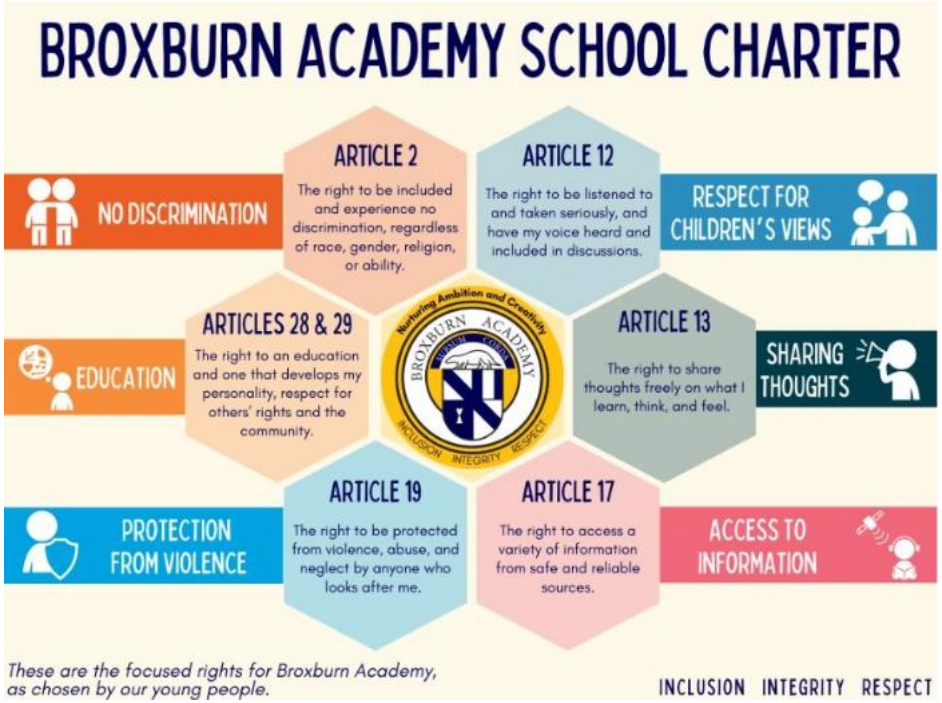
High-quality teaching promotes high-quality learning which ensures that our pupils are nurtured, empowered, and supported to achieve their best.

All young people leave with the skills, attributes and achievements that will prepare them to lead a fulfilling life beyond school.

## Our Values

- Inclusion
- Integrity
- Respect

Our UNCRC Rights Charter is embedded into all aspects of our schoolwork. This can be seen, for example, in our Assemblies, Pupil Council and Parliament, Celebrations of Success, School Improvement and Quality Assurance.






UNCRC Article 3,12,13,28,29,31

# Raising Educational Attainment Strategy 2023-2028

**Outcome 1 – Learning and Curriculum**

Ensuring every child and young person experiences varied, vibrant and challenging learning experiences which are built on the provision of high quality and inclusive learning, teaching, and assessment. Fundamental to this is the design and implementation of a curriculum that creates the conditions, culture, and ethos for all four capacities (successful learners, confident individuals, responsible citizens, and effective contributors) to thrive and be equally valued.




**Outcome 2 – Wellbeing, Inclusion and Attendance**

Improving wellbeing, inclusion and attendance for all children and young people, promoting confidence, independent thinking, and resilience. Fundamental to this is working with families and partners to support the highest possible levels of engagement and equity for all. Improving health and wellbeing for all children and young people will lead to raised educational attainment and achievement, ensuring that learning promotes confidence, resilience, engagement, independent thinking, and positive mindsets which in turn increase personal, social, cultural, and economic opportunities.




**National Improvement Framework**

**NIF sketchnote 2025**

**West Lothian Raising Education Attainment Strategy 2023-2028**

THE SCOTTISH ATTAINMENT CHALLENGE
SCOTLAND: THE BEST PLACE IN THE WORLD TO LEARN

# Summary of Priorities 2026-27




## Improve:

- Attendance - Broxburn Academy average whole school attendance increases from 85% to 90% or above. For Q1/FME increases attendance from 75% / 71% to 83% / 77%. (RM/KB/SW)
- Positive Destinations at Broxburn Academy increases from 92.6% to above 96.7%. (RM/KB/SW)
- Our self-evaluation processes, leading to improvement of QI 3.1 Ensuring Wellbeing, Equality, and Inclusion. (KB/RM/SW/TW)
- Develop further our process of Tracking and Monitoring of the Broad General Education (P7 – S3) (TW)
- Our Literacy and Numeracy outcomes for all through the BGE and Senior Phase (SW/TW/FO/DMcC, ELT)
- Our collegiate cluster work and the use of data to raise attainment in Literacy and Numeracy CfE levels through the BGE, P7 to S3 (SW/TW/DMcC/FO)
- Our overall Senior Phase Attainment:
    - By Aug 2027 BXA QS N5 A-C attainment rate and N5 A passes will increase by 4% (WL 3%)
    - By Aug 2027 BXA QS H A-C attainment rate and H A passes will increase by 6% (WL 4%)
    - By Aug 2027 BXA QS ADVH A-C attainment rate and ADVH A passes will increase by 10% (WL 10%)
- Develop further our bespoke pathways for our most vulnerable young people. (SW/RM/KB)
- Our collective offer of Senior Phase Pathways. (TW/SW)

- Our development of the Skills Framework leading to a Skills Passport for all young people. (TW/SW/ELT)

## Consolidate:

1. Our self-evaluation processes, leading to improvement of QI 2.3 Learning, Teaching and Assessment. (TW/SW/JC)
2. Our shared understanding of our collective responsibility to Get it Right for Every Child (GIRFEC) so we are best placed to meet learners needs. (SW/KB/RM/TW)
3. Our collaborative approaches to self-evaluation for self-improvement. (SW/KB/RM/TW)
4. Our work to embed our shared vision, values and aims throughout our school community. (SW)
5. Our work on our individual Positive Relationships Strategy within our school community. (SW/KB/RM/AS)
6. Our S6 experience offer, plus opportunities for all leavers. (LM/HoH/SLT)

## Understand:

1. What is meant by effective curriculum making and how to meet learner needs through an inclusive and impactful curriculum (Whole school)
2. What is required to implement 21hrs in 2029. (SW/TW)
3. Validation of 1.3 Leadership of Change. (SW/SLT)

# Priorities for Improvement

| Desired Outcome | Aims (STAN*) | QIs | Action(s) | Timeline | Who | What do we need to know? How will we measure it? | Progress Update |
|---|---|---|---|---|---|---|---|
| **Improve whole-school attendance** | Whole school attendance increases from 85% to 90% or above.<br><br>For Q1/FME increases attendance from 75% / 71% to 83% / 77%. | QI 3.1<br>QI 2.1<br>QI 2.4<br>QI 2.5<br>QI 2.6<br>QI 3.2 | Implement revised plan for raising attendance.<br><br>Share roles and responsibilities with all staff.<br><br>Provide training to support the implementation of WLC/BXA attendance strategy.<br><br>Ongoing Tracking and Monitoring of attendance with particular focus on targeted groups (Q1/FME/CEYP and identified high tariff).<br><br>Make best use of attendance codes to support accuracy of attendance data.<br><br>Fortnightly to monthly review of targeted groups cumulative attendance.<br><br>Introduce quality assurance process for attendance monitoring.<br><br>Develop a co-ordinated plan for daily registration. | Throughout 2026-27<br><br>By October 26<br><br>By January 2027<br><br>Throughout 2026-2027<br><br>Throughout 2026-2027 | RM/KB /HoH Whole school. | Attendance data<br>Record of interventions<br>Participation Data<br>Seemis registration and Power Bi | |

* Specific, Timebound, Aligned and Numeric

| Desired Outcome | Aims (STAN*) | QIs | Action(s) | Timeline | Who | What do we need to know? How will we measure it? | Progress Update |
|---|---|---|---|---|---|---|---|
| Increase Positive Destinations at Broxburn Academy | Increase in positive destinations from 92.6% to above 96.7%. (RM/KB) | QI 1.1<br>QI 1.3<br>QI 2.4<br>QI 2.6<br>QI 2.7<br>QI 3.3 | Continue internal hub meetings weekly rather than fortnightly.<br><br>Continue to include targeted groups within the internal hub meetings as a focus for interventions.<br><br>Include provision in health and wellbeing classes to ensure all young people have a personal statement prepared for applications as they open.<br><br>Increase uptake of Career Ready offer. | Weekly<br><br>Weekly<br><br>By December 2026 | SDS MCMC, HoH, SLT staff<br><br>HoH, SDS, | Qualitative data through information sharing at internal hub meetings, Participation Portal and Power BI<br><br>QA of health and wellbeing classes to ensure all young people have a statement for university, college or applications and can complete CV's | |
| | Build capacity in making best use of our UCAS and SDS participation portal | | Increase no. of people with access to the portal to improve data sharing and follow up actions.<br><br>Regular review of LEAPS eligible / UCAS progress. | October 2026<br><br>Ongoing | RM/KB/SR/SW | Participation data<br>Positive destination figures<br>Percentage of people in higher education | |
| | To develop pathways with partners to support improved choices and outcomes that reflect the needs of our school community and LMI. | | Review LMI and identify areas of interest.<br><br>Identify opportunities linked to LMI.<br><br>Reach out to local business community for partnership working. | Ongoing | RM/KB/SR/SW | | |

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| | MCR pathways pilot | | MCR pathways provide mentoring opportunities for young people.<br><br>Expand number of young people who can access this support with a particular focus on CEYP. | Ongoing | AO/SW | CEYP data<br>Q1/FME data<br>High tariff young people data<br>MCR portal<br>Transition to work minutes | |

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| Desired Outcome | QIs | Action | Timeline | Who | Measurement / Evidence | Progress Update |
|---|---|---|---|---|---|---|
| Our self-evaluation processes, leads to further improvement of QI 3.1 Ensuring Wellbeing, Equality, and Inclusion. (KB/RM/SW/TW) | 1.5<br>3.1<br>3.2<br>2.1<br>2.2<br>2.3<br>2.4<br>2.5<br>2.6<br>2.7 | Create and implement a 3.1 QA calendar.<br><br>(Partnership working with ICHS and DHCS). | September 2026 | KB/RM<br><br>RM | HWB surveys<br>Meeting minutes<br>Power BI statistics<br><br>QA Calendar | |
| | | Introduction of Wellbeing Space to provide targeted support and alternative curriculum pathways for pupils with SEBN. | Ongoing | KH/KB/RM | Participation data, Boxall Profile, attendance and exclusion data, staff planning model, PEF Plan, SHANARRI and stakeholder feedback | |
| | | Increase partnership and joint working opportunities which develops additional interventions to meet the needs of more learners. | Ongoing | KB/RM/HOH/PT CE/PT WHub | PEF tracker, Stakeholder feedback. Partnership meeting minutes, participation data, and available interventions | |

| Desired Outcome | Aims (STAN*) | QIs | Action(s) | Timeline | Who | What do we need to know? How will we measure it? | Progress Update |
|---|---|---|---|---|---|---|---|
| Develop further our process of Tracking and Monitoring of the Broad General Education (P7 – S3) (TW) | Track S1-S3 attainment over time | 3.2 | Build tracker using all data relevant to young people over time. | Oct 2026 | TW | Attainment over time analysis | |
| | Identify interventions for equity | | Use data to identify targeted groups for support in learning. | Ongoing | TW/RM/SW ELT/Class Teachers | Tracking data | |
| | Further develop understanding of standards through the moderation cycle | | Moderation activities supporting shared understanding. | Oct 2026 | | Improved data analysis over time<br>Participation of staff in moderation activities | |
| | Supporting transitions from BGE to SP | | Subject recommendations supporting course choice. | Nov 26 | ELT | Appropriate course choice for young people<br>Senior phase attainment | |

| Desired Outcome | Aims (STAN*) | QIs | Action(s) | Timeline | Who | What do we need to know? How will we measure it? | Progress Update |
|---|---|---|---|---|---|---|---|
| Improve Literacy and Numeracy outcomes for all through the BGE and Senior Phase (SW/TW/FO/DMcC, ELT) | Raise Literacy and Numeracy outcome in line with WLC attainment. | | School action plan with measurable outcomes, developed in collaboration with the CLs of English and Maths. | Ongoing 2026/27 into CIC | SW/TW/FO/DMcC | Baseline data, year group data, identified group data. Intervention data. Impact planning and S1-S3 CfE levels. | |
| | | | Identify BGE young people for targeted interventions for Literacy and Numeracy. | | | | |
| | Develop a shared understanding of Literacy and Numeracy RoA | | Action plan priority, including nomination of representative from Curricular Areas. | Ongoing 2026/27 into CIC | SW/TW/FO/DMcC/ELT | Shared understanding. Evidence of schemes of work. Class visits. | |

| Desired Outcome | Aims (STAN*) | QIs | Action(s) | Timeline | Who | What do we need to know? How will we measure it? | Progress Update |
|---|---|---|---|---|---|---|---|
| Our overall Senior Phase Attainment:<br>By Aug 2027 BXA QS N5 A-C attainment rate and N5 A passes will increase by 4% (WL 3%)<br>By Aug 2027 BXA QS H A-C attainment rate and H A passes will increase by 6% (WL 4%)<br>By Aug 2027 BXA QS ADVH A-C attainment rate and ADVH A passes will increase by 10% (WL 10%) | Further improve senior phase tracking, monitoring, and reporting | 2.1<br>2.3 | Scrutinise SQA Data at teacher, faculty, and whole-school level.<br>Identify areas for improvement. | August 2025 | All teaching staff | SQA results data<br>SQA statistical data (Component marks, grade boundaries, Mean analysis,)<br>Teacher, Faculty Analysis | |
| | To improve attainment and quality of pass in identified subjects | | Identify subject and level for targeted support. | Sept - October 2025 | ELT/SW/TW | Attainment analysis<br>SQA 5@5/5@6<br>Attainment meetings | |
| | Robust action plans at teacher, faculty, and whole school level | | Develop and agree Action plans, Track and Monitor, Follow up attainment meetings. | October 2025 – April 2026 | ELT/SLT Teaching staff | Attainment meeting minutes<br>Action plans, Tracking data<br>Nov/Feb predictions<br>Prelim data | |
| | Improve S5 QS attainment | | Introduce a SP mentoring programme. | Ongoing | RM/ELT | Improved attainment in S5 | |
| | Improve targeted attainment for most vulnerable young people | | Identify and track ACHIEVE young people earlier in the session for S4 and identify S3 where appropriate. | October 2026 | TW/RM/HoH | Tracking and monitoring data<br>Attainment of identified young people | |

| Desired Outcome | Aims (STAN*) | QIs | Action(s) | Timeline | Who | What do we need to know? How will we measure it? | Progress Update |
|---|---|---|---|---|---|---|---|
| | To increase overall | QI 1.1<br>QI 1.3 | Refresh the S5 and S6 course choice moving from | May 2027 | TW/SW | Course choice offer<br>Staffing exercise | |

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| Our collective offer of Senior Phase Pathways. | attainment across the SP | QI 2.2<br>QI 2.3<br>QI 3.2<br>QI 3.3 | six columns to five columns.<br><br>Increase number of teaching periods and class contact time. | | | Mock course choice<br>Subject offers<br>Timetable<br>Subject uptake<br>Pupil feedback<br>Parental feedback<br>Staff feedback | |
| | Improve the learning experience across the SP | | | May 2027 | TW/SW | | |
| | To improve the quality of pass across the SP | | | June 2027 | TW/SW | | |
| | To increase satisfaction for young people in their course choice | | Provide more curriculum choice per column.<br><br>Create bespoke pathways for targeted young people. | | | | |
| | Build capacity in the ELT team to support effective course choice | | Short life working group to focus on course choice.<br><br>Provide training on Seemis timetable portal.<br>Provide training around pathways, entry requirements, and maximising outcomes for young people. | | | | |

| Desired Outcome | Aims (STAN*) | QIs | Action(s) | Timeline | Who | What do we need to know? How will we measure it? | Progress Update |
|---|---|---|---|---|---|---|---|
| Our development of the Skills Framework leading to a Skills Passport | Build a skills passport for all young people | 3.2<br>2.2<br>2.3<br>2.7 | Develop the BXA skills passport supported by MWOW skills framework and profile. | Ongoing | TW/SW/RM/HoH/Subject PTC's | All young people's MWOW profile<br><br>Tracking and monitoring data<br><br>Pupil feedback | |

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| for all young people. | Track monitor and celebrate wider achievement | | Develop a wider achievement tracker that identifies gaps in young people's experience.<br><br>Develop packages of interventions to support all young people in experiencing the four contexts for learning. | Oct 2026 | TW/HoH/wider school | Data around all young people's wider achievement<br><br>Pupil feedback | |
| | Embed interdisciplinary learning across the curriculum | | Review IDL block one.<br><br>Continue to develop the BXA IDL curriculum. | Ongoing | Whole School | Tracking and monitoring of skills<br>Pupil feedback | |

**Priorities for Consolidation**

| Desired Outcome | Aims (STAN*) | QIs | Action(s) | Timeline | Who | What do we need to know? How will we measure it? | Progress Update |
|---|---|---|---|---|---|---|---|
| Our self-evaluation processes, leading to improvement of QI 2.3 Learning, Teaching and Assessment. (TW/SW/JC) | Continue to embed strategic plan for learning teaching and assessment | 2.3<br>1.1<br>1.2<br>1.3 | Planned strategy process, procedure, and Resources for LTA produced and implemented.<br><br>LTA QA planning for session 2026-27, projecting for 4 years.<br><br>Implementation of faculty/school self-evaluation (SSE). | Aug 2026<br><br>Jan 2027 | TW/SW/JC/LTA team | Walkthroughs<br>LA VSE<br>Focus groups<br>PRD<br>SSE | |
| | Further develop leadership capacity at all levels | | Planned Whole School CLPL Programme.<br><br>Participate in the Leaders of Learning programme.<br><br>Review collaboratives in response to staff feedback. | Ongoing | | Walkthroughs<br>LA VSE<br>Focus groups.<br>Celebration of success | |
| | Further develop our capacity for learner voice and participation | | Continue with LTA pupil focus groups at faculty and whole-school level.<br><br>Establish links with pupil council and parliament.<br><br>Further embed the LTA ambassadors.<br><br>Continue to embed learner conversations. | Ongoing | | Walkthroughs<br>Focus groups | |

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| Desired Outcome | QIs | Action | Timeline | Who | Measurement / Evidence | Progress Update |
|---|---|---|---|---|---|---|
| Our shared understanding of our collective responsibility to Get it Right for Every Child (GIRFEC) to meet the needs of our learners. | 3.1 | Implement ISP plan. | 26/27 | RM/KB/HoH/SW | 3.1 QA/SESS<br>GIRFEC/ 3.1 processes<br>SHANARRI<br>Participation measures<br>Attainment<br>Positive destinations | |
| | | Create & facilitate a yearly Inset Programme for all staff focusing on GIRFEC principles. | 26/27 | RM/KB, Ed Psych, HoH team | Staff feedback<br>CLPL records<br>DHT support meeting minutes<br>Pupil support minutes<br>Stakeholder feedback<br>CPM minutes | |
| | | Embed staged intervention and GIRFEC processes. | 26/27 | RM/KB/ | | |
| | | Analyse national and local policy updates e.g. Code of Practice 4th edition<br><br>Collaboration with West Lothian Council. | 26/27 | ASN Team | Implementation of any changes as required | |
| | | Review and update BXA Positive Relationships Strategy. | August | AS/SW | BA Positive Relationship Strategy & anti-bullying statement<br>HWB Survey<br>Seemis B&P platform<br>Ethos Surveys<br>RESPECT Me Toolkit<br>Bullying & prejudice reports<br>SEEMiS data<br>Stakeholder feedback<br>Exclusion data<br>Attendance data<br>Classroom observations | |
| BXA is prepared for future national changes re. PHSE curriculum | 2.2<br>3.1 | Review PSHE programme<br><br>To develop and implement the PSHE programme in line with national guidance. | May 2027<br><br>2026-27 | Support for Pupils/KB/RM/ | PSHE curriculum plans<br>WLC communications | |

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| Sharing good practice to better meet learners needs | 3.1 | Case conferences and inset days and intervention tracker to share key information about young people and their needs. | Ongoing | Whole School | Stakeholder feedback<br>Record of minutes/meetings<br>Classroom observation<br>Participation data<br>Timetable | |

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| Desired Outcome | QIs | Action | Timeline | Who | Measurement / Evidence | Progress Update |
|---|---|---|---|---|---|---|
| How we ensure Broxburn Academy is Inclusive, Equitable and Diverse (AA/SW)<br><br>*Broxburn Academy in an Inclusive, Equitable and Diverse school community*<br><br>*Discrimination is challenged and eliminated; equality and opportunities are advanced, good relations regarding the nine protected characteristics are fostered.* | 3.1<br>Theme 3 | Create an Equalities Strategy which is aligned to our new Vision, Values and Aim and fulfils our statutory duties.<br><br>Co-create an Equalities, Diversity, and Inclusion Statement for BXA. | 2026-28 | SW/SLT | Strategy in place | |
| | | Introduce the roles of Values Captains to further embed the school values and encourage pupil ownership and house ethos | 2026-27 | LM/SW/HoH | | |
| | | Evaluate our position in relation to HGIOS4 QI 3.1 theme 3: Inclusion and Equality, and the Education Scotland Road Map for Equalities and Diversity, and WLC 'Being Me' procedures. | Sep-Oct 2026 | SW/SLT/ELT | EDI Statement.<br>Self-evaluation evidence for QI 3.1. Theme 3 | |
| | | Create an EDI calendar to celebrate/raise awareness in line with protected characteristics. | October 2026 | NF/SW/LS | Calendar in place<br>Assembly calendar<br>Meeting minutes<br>School communications | |
| | | Share progress with school community.<br>CLPL as required to support staff. | 2026-27 via Inservice Days | SW/SLT/AS/NF | Evaluations from staff and young people.<br>INSET programme.<br>Assembly calendar | |

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| | | PSE and assembly inputs. | PSE curriculum Assembly calendar | | PSE lesson plans | |
| | | Embed our new B&P policy. | 2026-27 | AS | Exclusion data<br>Stakeholder feedback<br>SEEMiS referrals<br>Shared classroom experiences<br>Ethos/H&WB Survey | |
| | | Work with the BXA cluster to develop a cluster approach to tackling Bullying &Prejudice. | 2026-27 | SW/Cluster | Strategy document<br>Stakeholder feedback<br>SEEMiS B&P records | |
| | | Develop a child friendly and parent friendly set of expectations - 'Start Telling Other People' (STOP). | 2026-27 | SW/BXA/cluster | Strategy document<br>Stakeholder feedback | |
| | | Provide training for Senior/Middle Leaders around roles and responsibilities in responding to and reporting incidents of Bullying & Prejudice. | October 26 | SW/KB | Inset day programme<br>Staff feedback<br>B&P SEEMiS logs | |
| Secure re-accreditation of UNCRC at Gold Level | | Complete the re-accreditation process for UNCRC | May 2027 | LS/SW | Evidence for UNCRC embedded within school practice | |

| Desired Outcome | Aims (STAN*) | QIs | Action(s) | Timeline | Who | What do we need to know? How will we measure it? | Progress Update |
|---|---|---|---|---|---|---|---|
| Our S6 experience offer, plus | Increased offer for S6 | 3.3<br>2.2<br>2.6<br>3.1 | Introduced new roles in S6 leadership team.<br><br>Clearer framework for S6 leadership roles. | Sept 2026<br><br>October 2026 | LM/SLT/HoH | Participation data<br>Record of events<br>Assembly calendar<br>Pupil feedback | |

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| opportunities for all leavers. | Increased opportunities for all leavers | | Continue to include S4 and S5 in the leaver's celebrations. | May 2027 | | | |
| | Increased opportunities for S6 to engage in transition activities | | Increase S6 experience offer. | Ongoing | | | |

**Priorities for Understanding**

| Desired Outcome | Aims (STAN*) | QIs | Action(s) | Timeline | Who | What do we need to know? How will we measure it? | Progress Update |
|---|---|---|---|---|---|---|---|
| What is required to implement 21hrs in 2029. | BXA staffing structure delivers 21hrs. | 1.3, 1.4, 1.5 | Review current staffing and project forward needs when class contact decreases from 22.5 hrs to 21 hrs. | Phase One June2027 | SW/TW | Staffing levels to meet needs of new school TT. School TT and curriculum option uptake, | |
| | | | Collaborate with other schools to find creative solutions as appropriate. | Ongoing | | Participation data | |
| | | | Create TT in tandem with phase one. | By April 2027 | | | |

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| Desired Outcome | Aims (STAN*) | QIs | Action(s) | Timeline | Who | What do we need to know? How will we measure it? | Progress Update |
|---|---|---|---|---|---|---|---|
| To develop a shared understanding of what inclusive curriculum and pedagogy involve | By January 2027, almost all staff will demonstrate a shared understanding of curriculum making.<br><br>By June 2027 almost all staff will apply this understanding to the four contexts of learning in CfE | 2.2<br>2.3 | Participation by staff in authority led opportunities and activities organised by school strategic lead. | Throughout the session as per calendar | All staff<br><br>CIC secondary authority development postholders<br><br>CIC school strategic leads | The CIC central strategic group will define measures | The CIC central strategic group will measure progress |

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| Desired Outcome | Aims (STAN*) | QIs | Action(s) | Timeline | Who | What do we need to know? How will we measure it? | Progress Update |
|---|---|---|---|---|---|---|---|
| Collaborative improvement to support QI:1.3 | Validation of 1.3 Leadership of Change. | 1.3 | Carry out a QI:1.3 thematic review with WLC and external partners. | By June 2027 | SW | QI:1.3 SSES as baseline measure for validation. HGiOS QI:1.3 and HMiE illustrations of highly effective practice. | |