

Jordanhill School Improvement Plan 2023

EVALUATION October 2023



Our motto

Ad Summa Nitor – Strive for the highest

Our vision

To inspire pupils to become the best version of themselves and make a positive impact on the world.

The values we wish our pupils to develop:

*Gratitude Integrity Respect
Kindness Perseverance*

Our aims

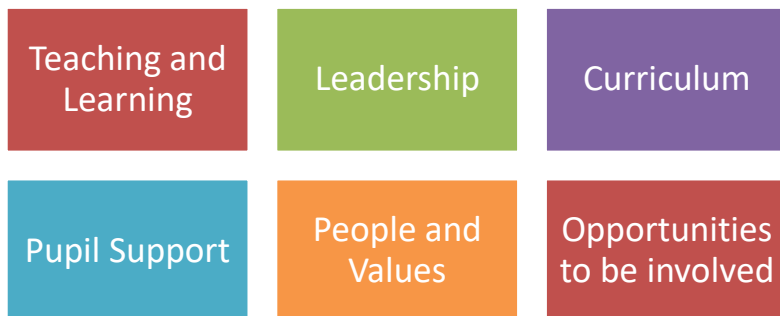
1. Provide excellent teaching and learning to challenge, excite and support pupils to learn and achieve highly
2. Promote enjoyment and encourage wider interests
3. Develop wellbeing by helping pupils understand themselves and others
4. Nurture pupils to become confident and a source of good for their families, local community, and society.

This evaluation is used to assess the progress made by Jordanhill School in meeting the school improvement priorities set out in the [January 2023 SiP](#). A more detailed evaluation of our work from August 2022 to August 2023 can be found in our Annual Report, located on our website [here](#).

What do we use to help us improve our school?

School improvement is multi-variable with so many ingredients required to create a high performing and happy school.

We do, however, know that investment in improving the following 6 key variables is essential for success:



Investment in these 6 areas will help us to secure successful outcomes for Jordanhill School, our pupils and the wider community. As other priorities emerge throughout the school year, we do our best to assess these against the resources available and the potential to improve our school.

Jordanhill School is a complex organisation. It is both a Primary and Secondary school; a registered charity and limited company; and must carry out many functions that in a local authority would be centralised. For example, the school is responsible for maintaining and upgrading the estate, and it is responsible for its own HR, finance, personnel, and governance. In addition, aside from its function as a school, Jordanhill School generates income to subsidise and enhance the work of the school. It does this through letting its facilities and through its Development office. This plan, therefore, is an amalgamation of a school and business improvement plan. To meet expectations, this plan follows the format of an annual school improvement plan. We balance all these demands while retaining a laser focus on our key aim – to enrich the lives of our young people as they progress through the school.



How were the School Improvement Plan (SiP) priorities identified?



Evidence Based
Education

- 1. Progress with 2022 priorities:** We noted areas from the 2022 SiP that we would like to continue to work on. Much work has been done over the past two years with many projects at early stages of development. Our aim for this plan is to move those projects from 'starting' to 'embedding.' This should lead to fewer priorities in the coming years allowing us to pursue projects in greater depth.
- 2. Reviews:** We completed rounds of class observations in the summer and autumn of 2022 with findings influencing our SiP priorities. To complement this, all departments completed an annual report and review in October 2022. Reporting and quality assurance at departmental level is a strong influence on the SiP 2023 as departments play a key role in driving progress.
- 3. Consultation**

Staff: we held consultation lunches with staff (both teaching and support staff) to help us review progress and identify priorities. In addition, we reviewed feedback from all staff following the October 2022 in-service day.

Pupils: Secondary pupil surveys were used to influence departmental reviews which were then fed into the improvement plan. In addition, the Pupil Council and daily focus groups of pupils met with the Rector to look at the school improvement process and offer ideas for the 2023 plan.

Parents: The Board of Managers consists of 7 parent members who offer regular feedback which helps to influence the SiP. In addition, we trialled parent focus group meetings in November 2022 to elicit further feedback and ideas for the 2023 SiP.
- 4. National priorities:** We reviewed the [National Improvement Framework 2023](#) and incorporated actions relevant to our context.
- 5. Research:** We used the Education Endowment Foundation's research on factors that leverage best returns in improvement plans: [School Environment and Leadership: Evidence Review - Evidence Based Education](#)
- 6. Local knowledge:** We know our school and community well and have a wealth of experience informing what has worked best in the past. This knowledge has been used to evaluate our plan and influence its design.



What are the challenges facing Jordanhill School?

Jordanhill School is funded by a grant from the Scottish Government. Alongside this, the school receives grants for specific government priorities such as delivering free school meals and free instrumental instruction. Unfortunately, the costs to run the school have increased significantly. These costs arise from inflation, public sector pay increases, energy price rises, and the demands of trying to meet government priorities.



Cumulatively, these pressures do have an impact on our ability to drive forward school improvement at the pace we would like. The uncertainty in funding also hinders our ability to plan accurately beyond a 12 month period.

Unlike local authorities, we cannot raise additional revenue to help fund the cost to run our school. For example, local authorities can raise council tax funding (circa 20% of local authority funding) and can make cuts to centralised support services to protect frontline staff in schools. We are reliant on our government grant to sustain our core service.

Our [Striving Higher project](#), aimed at enhancing education and subsidising extra-curricular activities, cannot be used to replace the funding that should be provided from the Scottish Government grant. That is, we cannot use our Educational Amenities Trust fund to pay for core services such as teacher salaries, textbooks, heating, lighting etc. We can, however, continue to seek the Trust's support to offer educational activities that would not normally be supported by state funding. Our efforts to make Striving Higher a success are therefore essential at this time of financial austerity. Jordanhill School will, of course, continue to look for efficiency savings and will have to increase our charges to help meet basic needs.










Measuring our Progress

For many items, the improvement journey is in an early phase of a 1–3-year plan and this is reflected in the commentary. For ease of evaluation, the following progress symbols have been used:

Progress (P)	Symbol
Completed	●
In progress/Part of our on-going school improvement work and will continue into 2024	●
Not started	●

Summary of our School Improvement Plan for 2023

Priority	What do we want to do and why do we want to do this?	HGIOS 4 QI
Teaching & Learning	We will use the findings from classroom observation, reading and professional learning to secure further improvements in teaching and learning. Our expectation is that all teachers <i>continuously</i> improve their practice through engagement in professional learning, reflection and practice.	2.3
Curriculum	Review and, where staffing allows, expand our curriculum to offer more opportunities for our pupils in both Primary and Secondary. We aim to offer pupils a rich range of curriculum options as this motivates pupils to learn and expands their knowledge and skills.	2.2
Pupil Support	Further develop our wellbeing curriculum and Promoting Positive Relationships strategies so they align with the targeted supports for those most in need. Our support for pupils helps them to learn, understand relationships, and prepare them for the challenges they experience during and beyond school.	2.4, 3.1, 2.1
Digital	Use digital technology to improve teaching and learning, and open the classroom to home. Technology can both disrupt and improve learning. Our aim is to identify both, invest in improvements, and clear out distractions and hindrances.	2.3, 1.5
Self-Evaluation	Use self-evaluation to help us understand the impact of our work. This can help to engage people in ongoing whole school improvement. This improves connectedness and helps us invest in what works best.	1.1, 1.3
Pupil voice and belonging to the school	Develop activities to bring our vision, values and aims to life and help our pupils become more involved with the school. Ensure our curriculum and opportunities for pupils embed opportunities for children to learn about and exercise their rights (UNCRC) This will help our pupils connect with the school and feel a sense of belonging. Participation in co-curricular activities helps our pupils develop a rich set of skills that complement their learning and personal development.	1.3, 2.3, 3.1, 3.2, 3.3
Leadership and our people	We will shape professional learning to help all staff improve their practice. The success of Jordanhill School is founded on the quality and professionalism of our staff and our shared commitment to improvement.	1.2, 1.3
Our estate & environment	Seek to invest in areas that will improve our estate and environment. Investment is required in several areas of the school estate as part of on-going improvement and sustainability	1.5
Striving Higher	Refresh our Striving Higher campaign and launch our Primary Playground fundraising project. Striving Higher is designed to help boost our EA funds, which helps sustain our co-curricular programmes and reduce pressure on the recurrent grant.	1.5, 2.7
Our food service	Invest in our food service to meet the new directives on providing free school meals to Primary pupils.	

Key Priority	What we hoped to achieve	P	Evaluation
Improving Teaching & Learning	<ul style="list-style-type: none"> Teaching and Learning Groups to continue to influence staff training using their termly research bulletins (SWAYS) and in-service workshops with the aim of further improving the pupil experience. 		<p>The T&L group created in-service day workshops and a termly SWAY aimed at sharing ideas for improving pedagogy. Evaluations of workshops were positive with almost all teachers reporting that they intended to trial new techniques and/or had reflected on how they could further improve their practice.</p>
	<ul style="list-style-type: none"> Use our new observation programme to share practice and improve lesson quality. 		<p>Our new observation programme has provided a better whole school understanding of effective lesson beginnings. Teachers engaged in peer observations and almost all reported that the feedback and dialogue has benefited their practice.</p>
	<ul style="list-style-type: none"> Each department to trial study visits to other schools to learn new ideas and share our practice with colleagues from other schools. 		<p>Limited progress was made with study visits with only a few departments taking part in exchange visits. This will continue as a priority for the 2024 plan.</p>
	<ul style="list-style-type: none"> Evolve our tracking, monitoring and reporting systems to allow us to easily monitor the progress of individuals and groups and communicate straightforward messages to pupils and parents. 		<p>New system introduced allowing us to target groups and individuals requiring additional support and advice.</p>
	<ul style="list-style-type: none"> Develop our practice in guided reading strategies making use of our new Primary reading scheme. 		<p>Successful introduction of our new guided reading scheme with positive feedback from teachers and pupils.</p>
	<ul style="list-style-type: none"> Develop our practice in teaching fiction (Primary) through engaging with Talk for Writing pedagogy. 		<p>Training for Talk for Writing started in June 2023 and continued in the autumn of 2023. This project will continue throughout 2024 and 2025.</p>
	<ul style="list-style-type: none"> Evaluate our study/learning skills curriculum for S1-S3 to allow us to update this for Aug 23. 		<p>Our PT Learning and Development completed a review of study skills and has crafted a new programme which started in August 2023. A key feature of the new project involves more intensive work with individual pupils requiring study skill support.</p>
	<ul style="list-style-type: none"> Review our use of supported study to ensure it is targeted and is leading to improvements 		<p>Supported study review completed in September 2023 with a revised programme in place for 23-24.</p>
	<ul style="list-style-type: none"> Continue to promote Achieve#Learning to improve learning self evaluation and metacognition 		<p>Achieve continues to be used by a few departments with senior phase pupils. More departments have articulated their intention to use Achieve as the technology improves.</p>

<p>Developing our Curriculum</p>	<ul style="list-style-type: none"> • Develop our STEM programme to include STEM young ambassadors and links with industry. • Deliver year 2 of the HFTT and PE curriculum in secondary; continue to embed Primary cooking. • Expand our curricular offering in S3/4 (Modern Studies, Drama) and S5/6 (Science and Geography) and masterclasses to P1-P4 classes. • Continue with DYW work including virtual work experience and review of MyWoW vs Unifrog. • Secure appropriate funding to allow free instrumental instruction to continue in Jordanhill School. • Develop wider achievement opportunities in Primary based on the findings from the 2021 and 2022 Wider achievement surveys. • Secondary departments to reflect on the findings of the Ofsted curriculum reviews and note actions for the 2023 departmental improvement plans. • Review our 5F general interest curriculum to ensure courses meet the needs of pupils: ensure our options are offering pupils accredited learning. 	<ul style="list-style-type: none"> ● ● ● ● ● ● ● ● 	<p>Successful re-launch of our STEM ambassador project and partnership with our STEM industry partner, Leidos.</p> <p>The current S4 cohort started year 2 of HFTT and PE. Primary cooking continues.</p> <p>Drama and Modern Studies successfully introduced to the current S3 cohort. Science and Geography (N4/N5) were offered to S5/6 pupils. Primary masterclasses continued with excellent feedback from staff, parents and pupils.</p> <p>Successful introduction of virtual work-experience in Feb 2023. Unifrog now used with senior pupils as an impressive platform for enhancing careers education and employability skills.</p> <p>Funding secured for 2023-24. This, along with the newly introduced music pass and concert fees will allow us to continue with the current level of provision for 23-24.</p> <p>Several new lunchtime club opportunities are being offered to Primary pupils, including Creative Writing clubs for P1-P3 and P4; a weekly tennis club, Games clubs for P1-3, Euro Quiz Club for upper Primary and a drama club for pupils in the middle stages. Pupils identified in surveys as not participating in clubs inside or outside of school have been targeted for inclusion to Clubs</p> <p>This was included in all department's submission for the 23-24 departmental development plan. Most actions related to the sequencing of learning and appropriate subject specific pedagogy to improve pupil learning.</p> <p>Initial review carried out with pupils and staff with a new model introduced in June 2023 along with a study-gap planned for Feb 24. Accredited options have now increased. This will continue to be a priority in 24-25.</p>
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**Improving
Pupil
Support**

- Evaluate the impact of:

(i) The Emotion Ring and other wellbeing interventions that aim to improve children’s emotional literacy.
(ii) The Mentors in Violence Prevention programme and linked peer relationship projects.
(iii) Wellbeing surveys in upper Primary and lower secondary.

- Embed wider achievement tracking of learning in both Primary and Secondary.
- Continue with our refresh of the secondary PSHE programme to ensure education about children’s rights and equalities are embedded and the curriculum meets the needs of pupils.
- Train all secondary staff in the latest Prevent framework.
- Improve the secondary referral systems for promoting positive relationships.
- Evolve the use of Unifrog into lower year groups to improve pupils’ ability to recognise the skills they are developing in and out of school
- Seek improvements in attendance and punctuality tracking/communication through the roll-out of Groupcall



Evaluations demonstrated positive impact and have guided the evolution of all three projects to improve wellbeing and relationship outcomes. Tracking using the Warwick Edinburgh scale will continue to help us develop longitudinal data, which will strengthen our understanding of pupil perceptions of wellbeing. Peer relationships and anti-bullying will also be a focus of the Pupil Council’s work this session.



Significant progress has been made in tracking wider achievement allowing us to target groups and individuals not participating. Following learning from 2022, a refreshed system is in place for 23-24.



Refresh of the secondary PSHE curriculum was completed with updates made to improve our teaching of equalities and children’s rights. Pupil feedback has been considered and parents have received an overview of the PSHE courses for the year.



All staff completed the UK government PREVENT training module during the Feb in-service day 2023.



The new referral system was launched in August 2023 and will continue to be refined as we learn how the new system supports our approach to promoting positive relationships.



All pupils were trained in the use of Unifrog in Spring 2023 allowing us to use this software to develop pupils’ ability to articulate the skills they are developing in their in and out of school learning.





Groupcall was introduced in May 2023. It is too early to determine the impact on improving attendance/punctuality. This will continue to be monitored throughout 23-24.

	<ul style="list-style-type: none"> Review our admissions processes, communications and information sessions to ensure that our messages about supporting pupils with ASN are transparent and supportive. Apply learning from our review of Child Protection and Safeguarding procedures to update practice. Begin a review of the Primary and Secondary House structure. 	<ul style="list-style-type: none"> ● ● ● 	<p>We are working on updates to our policy on assessing children’s needs which will be referenced in our guide to admissions. We are currently in liaison with external partners to ensure that our policies and practices are taking cognisance of 2023 national policy updates. A Primary workshop on ASN for parents was introduced to the Parent conference in Sept 2023.</p> <p>Throughout 2023, we are participating in a review of our CP and Safeguarding procedures. We have used the learning to make updates to our training and practice. This project is on-going.</p> <p>We are awaiting the outcome of the ‘minimum learning time’ consultation (Scot Gov, June 23) to see what impact this may have on how we structure the Primary day which will, in turn, affect our House structure.</p>
<p>Digital</p>	<ul style="list-style-type: none"> Embed Primary See-saw in the department and look for opportunities to evolve our use of this technology to improve home-school communication and encourage metacognition. Digital T&L group to advise on the use of digital solutions to: improve teaching and learning; improve consistency; simplify our systems. Products to include workshops for pupils and parents. Digital support projects to include: -cybersecurity review; improvements to WiFi; continued cloud migration; solutions for common IT problems documented and IT personnel trained. Review our work in GDPR/Data protection. 	<ul style="list-style-type: none"> ● ● ● 	<p>See-saw is now in place in all stages of Primary. Training for staff in May 23 helped us to improve our understanding of how the app can be used to support both metacognition and home-school communication. Improving our use of See-saw remains a priority for 23-24.</p> <p>We held our first digital themed training day for staff in May 23 and have worked with secondary departments to improve our use of OneNote and Teams with pupils. We held a digital workshop with all new S1 parents in September 2023.</p> <p>We have upgraded WiFi access and introduced dual factor authentication to staff users to improve cybersecurity. Our work on creating protocols for solving common IT problems started in the summer of 2023. A focus for 23-24 will be testing the protocols.</p>

Self-Evaluation	<ul style="list-style-type: none"> • Launch the pupil, parent and staff surveys in 2023 to allow us to evaluate our progress. • Pilot the use of thematic scrutiny (Numeracy) following an HMiE model, using a mix of teaching and promoted staff. • Continue to embed opportunities to use HGIOS 4 to evaluate our practice including the use of evaluative language in our annual reviews. • All secondary departments to embed pupil surveys and evaluation of impact within their departmental Quality Assurance calendars. 	   	<p>We surveyed all pupils (P4-S6), parents and staff and compared results with previous surveys. Findings showed that significant progress had been made since 2018/2019. Suggestions for improvement and ratings that did not attract as positive feedback as we would like has formed the basis of the 2024 improvement plan.</p> <p>Very successful numeracy thematic completed in summer 2023 and findings used to improve numeracy pedagogy.</p> <p>SLT and HODs took part in HGIOS4 training sessions in May 2023 and used the training to evaluate specific quality indicators which have been embedded into departmental annual reviews. Evaluative language training postponed.</p> <p>Secondary surveys and evaluations are now embedded into almost all departments allowing HoDs to assess the views of pupils and for pupils to have a say on how they are learning in each department.</p>
Pupil Voice and Belonging to the school	<ul style="list-style-type: none"> • Promote our new vision, values and aims including associated activities and branding. • Review and refresh our Prizegiving and Celebrating Success ceremony for June 2023. • Create ‘Learning with your child’ sessions in the Primary department. • Evaluate our use of positive communication (letters and praise cards) and advise on suitable approaches for 2023 onwards. • Continue work with the pupil council and pupil voice groups to steer school improvement and help pupils exercise their rights. • Pilot the development of a secondary pupil newsletter to increase the visibility of our pupil voice/leadership groups. 	     	<p>Our ethos and values group worked with pupils and staff to create new branding and activities for our refreshed Vision, Values and Aims.</p> <p>New ceremonies were delivered in June 23 and evaluated with pupils. Feedback has been extremely positive with the majority of secondary pupils welcoming the changes made and positive focus on celebrating achievement.</p> <p>Our plans this session are to begin offering parents opportunities to ‘Learn with your Child/Learning cafes’, starting with P1-P2 classes</p> <p>Postponed to allow the new 3sys referral log to be embedded.</p> <p>This work is ongoing. Pupil voice groups took part in consultations to help influence the design of the PG ceremony, our S6 leavers’ events and the new referral system. The pupil Eco group delivered a new sustainable fashion initiative and the Pupil Council delivered peer lessons on promoting positive mental health. Planning on-going for our new house captains and vice captains to promote this throughout 23-24.</p>

<p><i>Investing in our staff</i></p>	<ul style="list-style-type: none"> • Work with the staff wellbeing group to embed practices that improve working at Jordanhill School. • Negotiate funding from the Scottish Government to support the delivery of Mandarin. • Continue to develop Primary project leadership opportunities to include early years pedagogy, playground development, outdoor learning, wellbeing, reading champions, digital literacy, mentoring • Work with our middle leaders to strengthen leadership using mentoring, leadership matters, peer working and HoDs meetings. • Complete an equalities and mainstreaming report to allow us to evaluate our work in this area. 	<ul style="list-style-type: none"> ● ● ● ● ● 	<p>The staff wellbeing group continue to advise on practices which improve employee wellbeing including the production of our termly wellbeing SWAY, which has been positively received by colleagues.</p> <p>An overview of the Mandarin programme and request for funding post 2026 was sent to Scottish Government in July 2023. This will funding discussions later in the year.</p> <p>Primary colleagues have taken up a range of Project leadership opportunities to lead change in the school, including several new additions, such as project leads for Talk for Writing, Learning for Sustainability, Improving Gender Balance and continuing the Emotion Ring development</p> <p>A collegiate approach to HoDs meetings continues to help us shape middle leadership. We will refine our approach to peer mentoring and use of leadership matters throughout 24-25.</p> <p>We completed a review of equalities in the workplace and in pupil learning. We shared our findings with the board and published an equalities report in March 23.</p>
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<p>Estates and environment</p>	<ul style="list-style-type: none"> • Work with the Scottish Government to improve the Capital Grant offer and investigate the possibility of estates development with government support. • Investigate options for a Primary Teaching kitchen. • Refresh our disaster recovery plan. • Improve our environmental footprint by investing in LED lighting and a campaign to reduce energy consumption across the estate. • Create a strategic plan for environmental improvement that captures the work of our eco groups, curricular inserts, and aspirations to promote sustainability. 	<p>●</p> <p>●</p> <p>●</p> <p>●</p> <p>●</p>	<p>We negotiated an increase to our Capital Grant allowing us to invest in substantial electrical upgrades to the North Campus and in LED lighting. Positive progress is being made with negotiations to fund major estate redevelopment.</p> <p>Paused due to our focus on Capital re-development.</p> <p>A core team have been working on crisis scenarios throughout 2023 to improve the organisation’s resilience. This will continue throughout 23-24.</p> <p>Energy saving measures were introduced allowing us to reduce our use of both gas and electricity. LED installations include corridor lighting and the Astro floodlights fitted during the summer break of 2023.</p> <p>A new plan was created to capture our intentions and to help us improve our sustainability. Delivery of the plan was monitored and included the delivery of several successful eco initiatives throughout 2023.</p>
<p>Development</p>	<ul style="list-style-type: none"> • Revise our development strategy for 2023 onwards with a focus on alumni, communications, and events that connect people to the school. Start a Primary Playground fundraising project with input from pupils, staff, parents, PTA, EA and Board. • Evaluate our use of and increase our profile on social media 	<p>●</p> <p>●</p>	<p>We continue to connect with alumni and friends of the school and have engaged with parental expertise to help us improve our development strategy. We launched our Playground Project in January 2023 and continue to fundraise for a 2024 installation.</p> <p>We introduced a new digital solution for e-comms which has been positively received by recipients. Initial work on work on social media suggests that investment in personnel is necessary to make further progress with comms and social media.</p>

Food service	<ul style="list-style-type: none"> • Create a new food (health and nutrition) policy • Launch the deposit return scheme for plastic bottles 	 	<p>This is part of a wider project involving pupils, parents and staff offering views and evaluations of our work to improve health and nutrition. Work has been delayed due to changes in personnel in both the refectory and Health and Food Technology department. This will be a priority for our 2024 improvement plan.</p> <p>Did not start following the Scottish Government delay to this scheme.</p>
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What evidence have we gathered to demonstrate that our targets are making a difference?

1. We review attainment and achievement measures throughout the year as noted in the box below.
2. We publish newsletters and the Journal to showcase our work, especially pupil successes and wider achievement activities.
3. We review this improvement plan throughout the year and publish an [Annual Report](#) in advance of the school's AGM. This allows us to comment on what we have done and what difference it has made.
4. We conduct self-evaluation exercises (surveys and focus groups with pupils, parents and staff) at key points in the year which look at the targets we have set in this plan and allow us to evidence progress for our annual evaluation in October.
5. The board of managers receive progress updates at every board meeting focussing on a different aspect of the improvement plan.

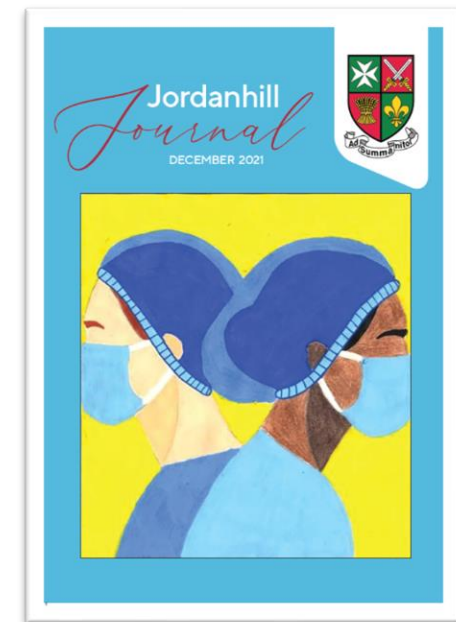


Attainment Measures

We use a wide variety of data to track pupil progress and monitor overall performance

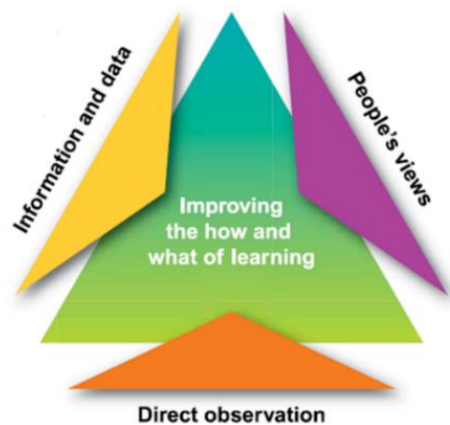
- BGE Levels: Literacy and Numeracy
- Standardised Test outcomes: PTE and PTM (P4, P6 and S1); CAT (S1)
- SNSA in Reading, Writing and Numeracy (P1, P4, P7 and S3)
- Analysis of reports to parents including assessment data
- Senior Phase Insight statistics: this allows us to compare our SQA attainment against other schools
- In-school tracking of wider achievement
- These are reviewed against characteristics such as gender, ethnicity, ASN, SIMD for the individual and collectively

School and leadership performance is tracked through longitudinal surveys of parent, staff and pupil perceptions combined with a range of external audits which are reported on in our [Annual Reports](#).



List of Associated Documents

1. [Jordanhill School Annual Report](#) (November 2022)
2. [Parental Satisfaction Surveys](#) (Primary Aug 2018; Secondary Aug 2019)
3. [Rights Respecting School](#) evaluations (2018, 2016)
4. [ICT Mark Evaluation](#) (May 2015)
5. [How Good is Our School 4th Edition](#)
6. [National Improvement Framework and Plan 2021](#)
7. [National Improvement Framework Interactive Evidence Report](#)
8. [‘Learning Together’](#): Scotland’s national action plan on parental involvement
9. [Applying nurture as a whole school approach](#)
10. [Delivering Excellence and Equity in Scottish Education](#) (Education Scotland June 2016)
11. [Improving Schools in Scotland](#): An OECD Perspective (December 2015)
12. [International Council Adviser’s Report 2020](#)



Glossary

AGM	Annual General Meeting
ASN	Additional Support Needs
BGE	Broad General Education
BoM	Board of Managers
CfE	Curriculum for Excellence
DYW	Developing Scotland’s Young Workforce
DoE	Duke of Edinburgh award
EHRC	Equality and Human Rights Commission
FM	Facilities Manager
GDPR	General Data Protection Regulation
GTCS	General Teaching Council for Scotland
HFTT	Health, Fashion and Food Technology
HGIOS	How Good Is Our School
HGIOUR	How Good Is Our School Pupil Edition
HoD	Head of Department
HoH	Head of House
NPF	National Performance Framework
PE	Physical Education
PSHE	Personal Social & Health Education
PT	Principal Teacher
PT Dev	Principal Teacher Development
PTE/PTM	Progress Through English/Maths (test)
RSHP	Relationships, Sexual Health and Parenthood Education
RIC	Regional Improvement Collaboratives
SCEL	Scottish College for Educational Leadership
SDCT	Staff Development Core Team
SIMD	Scottish Index of Multiple Deprivation
SIP	School Improvement Plan
SMT	Senior Management Team
SNSA	Scottish National Standardised Assessments
STEM	Science Technology Engineering and Mathematics
SWB	Staff Wellbeing Group
UNCRC	United Nations Convention on the Rights of the Child
Walkthrus	Commercial pedagogy programme

