Area for improvement	Specific action	Evidence of improvement
Theme 1: Leadership and empowerment		
Increase engagement of pupils, staff and partners to develop an empowered school with a shared vision and purpose	Work differently with the school community to agree priorities. Involve staff, pupils, parents/partners more in improvement at a school and classroom level	Questionnaire returns Self evaluation by groups Consistent articulation of vision/purpose
Consistent high expectations for learning, teaching and assessment	Use agreed L&T framework to develop shared expectations. Professional learning of staff to meet learner needs.	Self evaluation of classroom experience Staff PRD and teacher led enquiry
Theme 2: Effective learning and teaching		
Consistent approach to positive relationships and classroom ethos	Review relationships and anti-bullying policies. Work with Pivotal to develop visible consistencies.	Reduction in bullying, increased agency Consistent use of visible consistencies
Review BGE to ensure learning and teaching meets the needs of all learners	Support staff to better meet the diverse needs of pupils. Increase pace, challenge and engagement for all pupils in BGE Planning and moderation in BGE for level 4 E's and O's	Universal support evidenced in all classes Self evaluation of QI 2.3 and 2.4 Impact of tracking/moderation evidenced
Engage staff to ensure a deeper understanding and implementation of L&T policy	Staff to exemplify each aspect of the L&T framework Professional learning to support improvements in L&T Support staff in approaches to self-evaluation and improvement	Consistency of pupil experience Staff confidence and collaboration Staff skill in self evaluation for improvement
More fully involve pupils in their learning and progress through the BGE	Ensure all pupils know their current level, next steps and progression routes. Evidence pupil involvement in planning and leading learning	Pupil agency in their learning journey Profile and tracking progress Feedback from pupil groups
Track/monitor pupil progress and base decisions/interventions on robust moderation procedures	Track pupil progress in knowledge, skills and participation Ensure moderation informs planning, assessment and next steps in learning Ensure all learners have appropriate support and challenge	Teacher and whole school tracking Robust moderation in all areas linked to planning, assessment and feedback Pupil profile, targets and reports
Ensure the curriculum meets national expectations and offers opportunities for all our pupils	Ensure all pupils S3-S6 receive their full curriculum entitlement. Increase opportunities for IDL and learning for sustainability Ensure Lit, Num, H&WB are fully developed at all stages. Embed CES/CMS in all areas of the school as part of a wider approach to DYW, skills development and work placements	Curriculum audit and rationale Examples of rich and impactful IDL Tracking through pupil experiences Tracked through pupil profile and through pupil experiences across school
Theme 3: Wellbeing and inclusion		
Respond to safeguarding concerns identified during the inspection	See separate action plan for safeguarding points and review anti-bullying policy	Reduce numbers who feel unsafe and ensure we fully comply with guidelines
Support professional learning of staff to better meet full range of pupil needs	Ensure teachers adapt L&T to meet needs of all learners Ensure class teachers provide universal support to pupils	Feedback from class visits and pupils Evidence form lived experience of pupils

	Provide opportunities for SfL staff to support across the 5 roles	Audit impact of SfL across roles
Streamline processes and develop overview of impact of targeted support	Review referral and monitoring systems. Audit targeted support and ensure they help pupils attain, achieve and progress onto positive sustained destinations	Record changes and their impact Tracking pupil experience within targeted support provision
Help all pupils, staff and visitors to feel included and engaged	Review PSE programmes Foster a consistent approach to positive relationships in classes Actively seek and act upon pupil views in all areas of the school Improve the school and learning environments for pupils to develop nurturing, rights respecting and inclusive behaviours	Feedback on new programmes Visible consistencies having impact Feedback from pupil representatives Involve community in maintaining inclusive rights respecting school/class ethos
Theme 4: Raising attainment		
Sustain recent improvements in attainment, achievement leading to improved destinations	Sustain actions which have improved attainment and achievement and help more pupils leave to a positive and sustained destination	Close scrutiny of performance data Accountability at all levels for continued improvements in attainment/achievement