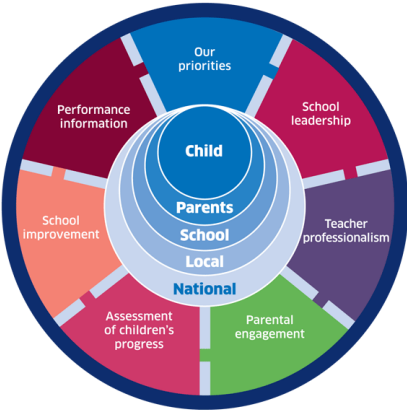




School/Educational Setting Improvement Plan 2019-20

Establishment: Barnhill Primary School



National Improvement Framework
<http://www.gov.scot/Publications/2016/01/8314>

HGIOS 4 Self-evaluation
https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK2_NIHeditHGIOS/FRWK2_HGIOS4.pdf

Tayside Plan C&FS
[External Link](#)
 Tayside_Plan 1a.pdf

Dundee Education Plan
https://www.dundecity.gov.uk/sites/default/files/publications/annual_education_plan_2017-18.pdf

The aims of the School/Educational Setting are aligned to and informed by the National Improvement Framework Priorities, and the Dundee Annual Education Plan and the Tayside Plan for Children, Young People and Families. They are further informed by self-evaluation and associated toolkits.

This Plan will be implemented via a cycle of planned activities including consultation with pupils and parents and liaison with partners to evaluate the impact of improvement activities. The Plan links directly to self-evaluation toolkit information.

NIF Priorities:

1. Improvement in attainment, particularly in literacy and numeracy;
2. Closing the attainment gap between the most and least disadvantaged children;
3. Improvement in children and young people's health and wellbeing, and;
4. Improvement in employability skills and sustained, positive School / Educational Setting leaver destinations for all young people

NIF Drivers:

1. School / Educational Setting Leadership
2. Teacher Professionalism
3. Parental Engagement
4. Assessment of Children's Progress
5. School / Educational Setting Improvement
6. Performance Information

Tayside Vision for Children, Young People and Families

"Our children and young people will have the best start in life and Tayside will be the best place in Scotland to grow up."

Tayside's Five Priorities for Children, Young People and Families

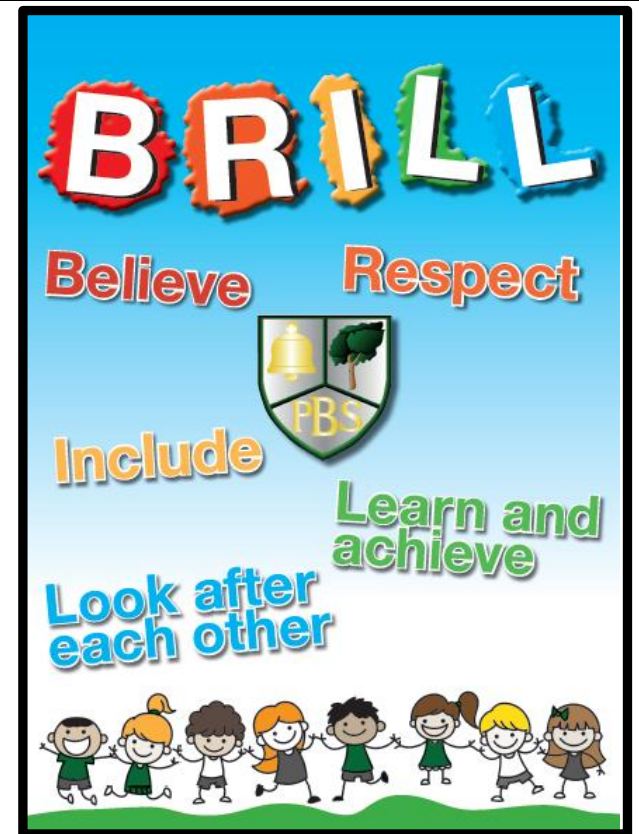
1. Our children will have the best start in life; they will be cared for and supported to live in nurturing environments.
2. Our children, young people, and their families will be meaningfully engaged with learning, and combined with high quality learning experiences, all children and young people will extend their potential.
3. Our children and young people will be physically and mentally and emotionally healthy.
4. Our children and young people who experience particular inequalities and disadvantage will achieve health, wellbeing and educational outcomes comparable with all other children and young people.
5. Our children and young people will feel safe and protected from harm at home, school and in the community.

School/Setting Vision, Values, Aims:

Believe
Respect
Include
Learn and achieve
Look after each other

Our aims are to:

- Create a welcoming, safe and happy school where everyone is valued.
- Promote a sense of responsibility, respect and caring attitude in all pupils and staff.
- Provide a broad, stimulating education by learning through discovery, challenge and enjoyment to meet the needs of each individual pupil.
- Ensure that the whole school community feel included and are proud of their work and achievements both in and out of school.
- Instil confidence in pupils and staff to develop skills for learning, life and work.
- Encourage all to reflect and self-evaluate as they strive to achieve their goals.



Consultation and Collaborative Self-Evaluation Processes

(the processes used to involve partners with self-evaluation and improvement planning; children, pupils, parents (council/forum), staff; partner agencies; volunteers.)

Pupils:

- 'How good is OUR school?' will be used to support learner participation in self-evaluation.
- Feedback Friday will continue throughout the school
- Talking and Thinking floor books will be implemented in the nursery setting
- Regular pupil focus groups

Parents/Partners:

- Self-evaluation activities with Parent Council
- Parent focus groups to continue in the nursery setting and begin in school setting
- Parking lot feedback at school events e.g. parent contact evenings, school shows, open afternoons etc.

Staff:

- Self-evaluation activities and feedback sessions at staff meetings
- Challenge questions incorporated into professional dialogue meetings and attainment and achievement discussions

Tools for Measurement of Progress:

Self-Evaluation - assessment of current position (inwards, outwards, forwards - HGIOS 4, HGIOEL&C)

Evidence from:

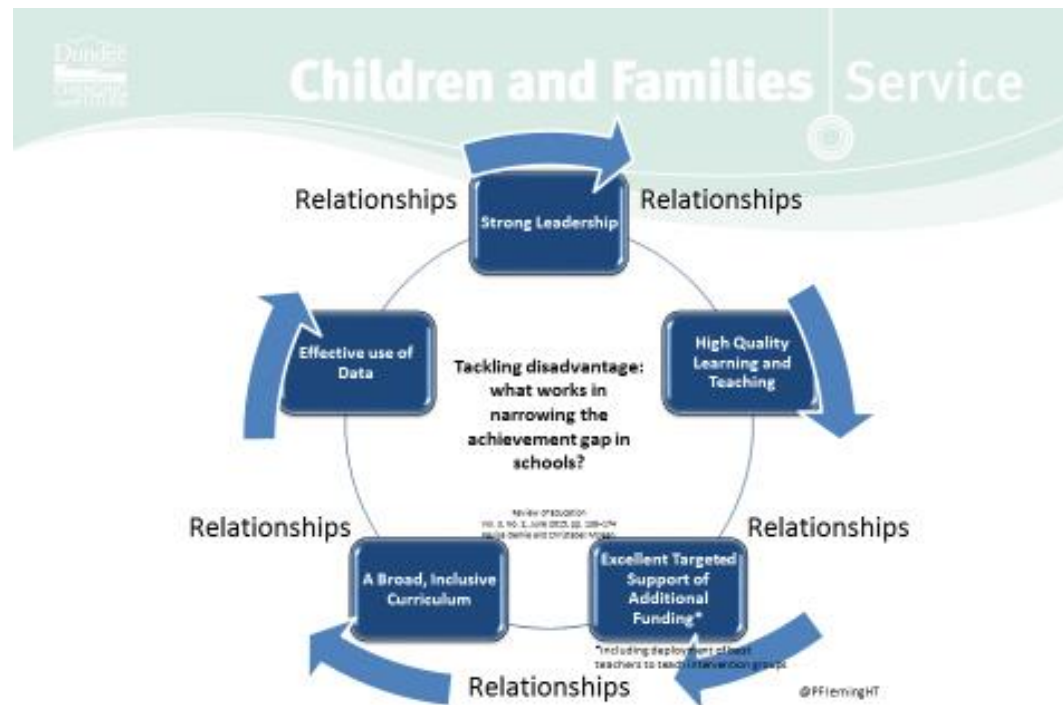
- Teacher Professional Judgement
- Standardised Assessment Data/Pitfalls/SQA data/trends (Insight)/ BGE Toolkit / Benchmarking/Moderation
- Exclusions and Attendance Data
- Changing Trends and Profiles in any of the above data
- Feedback from parents, children and young people and staff (evidenced through HMI questionnaires or Athena)
- Pupil learning plans, achievement and learning conversations
- Collaborative Action Research
- Interventions for Equity
- Model for Improvement activities
- Profile of outcomes for targeted groups: LAC; Young Carers; SIMD 1 and 2; FSM
- Dundee School Improvement Framework
- Inspection Findings

2019-20 RAISING ATTAINMENT & IMPROVING OUTCOMES FOR CHILDREN, YOUNG PEOPLE AND FAMILIES IN DUNDEE

We must continue to raise attainment and close the outcome gaps that exist across our School/Educational Settings **at pace, and with a sense of urgency**.

This is the core business of all Dundee School/Educational Settings and establishments. There is, therefore, no such thing in Dundee as a 'non-attainment challenge School/Educational Setting'.

All School/Educational Setting Improvement Plans will include the Key Aims / Expectations / Actions outlined within the plan on the following pages. Whilst all establishments should feel free to add additional aims and actions specific to their own setting as required, all improvement activity should be designed to improve outcomes for all learners and close identified outcome gaps.



Blue type – areas we are concentrating on this session

<p>Dundee City Council Children and Families Service</p> <p>RAISING ATTAINMENT PLAN FOR SCHOOL/ EDUCATIONAL SETTINGS</p> <p>Session 2019/20</p>	<p>IMPROVEMENT PRIORITY 1</p> <p>LEADERSHIP and MANAGEMENT</p>					
<p>Aims (what are we going to achieve?)</p>	<p>HGIOEL&C HGIO4 QIs</p>	<p>Expectations</p>	<p>Actions (what will we do?)</p>	<p>Measurement (how will we know we are making a difference?)</p>	<p>Progress/Impact (what has improved?) BRAG – December, March, & May</p>	<p>Timescale / Responsibility</p>
<p>Revise Vision, Values and Aims in line with Dundee's aspiration/ambition to raise attainment</p>	<p>1.3</p>	<ul style="list-style-type: none"> • The Vision, Values and Aims of all School/Educational Settings must promote a positive image of the child, ambition, aspiration, expectations, challenge and a focus on children first (constant message from Dundee School Inspections – our children are capable of much more) • All practice across the school/ setting directly links to Vision, Values & Aims and is regularly re-visited. • VVA conversations involve all stakeholders – pupils, families, staff, partners, community • There is a consistent approach to relationships and restorative practice across the setting. 	<p>Continue to promote VVA to staff and pupils weekly through Assemblies, Staff meetings etc.</p> <p>Continue to promote VVA through Twitter and other communication.</p> <p>Working with Pupil Groups – Junior Leadership Team, Respect Me Team, Digital Leaders</p> <p>VVA conversations during Parent Focus Groups in Nursery and School</p> <p>New Relationships policy to be introduced. Whole school using Paul Dix book, 'When the Adults Change, The Children</p>	<p>BRILL values will be explicit throughout the school</p> <p>Parents and pupils will be aware of BRILL values and pupils will be able to talk about these in relation to their own learning.</p> <p>Calmer learning environments</p> <p>Better relationships between teachers & pupils and pupils & pupils.</p>		<p>SLT ongoing</p> <p>All staff By June 20</p>

			<p>Change' as reference and basis of discussions</p> <p>Introduce House system for positive praise, Golden Ticket time</p>	<p>Children have more ownership and responsibility for their choices</p> <p>Evaluation feedback will be positive from stakeholders</p>		<p>HWB group by October 19</p>
<p>Implement planned robust self-evaluation procedures in relation to learning and teaching involving all stakeholders</p>	<p>1.1 (2.3)</p>	<ul style="list-style-type: none"> • All educators must have a clear understanding of the purpose of self-evaluation for improvement • There is a culture of reflective practice and responsive, continuous improvement, using evaluative language • All educators understand their role in the self- evaluation process and subsequent impact on children's progress. • Educators have a clear understanding of the link with CLPL and improved outcomes for learners. • An Annual Quality Assurance calendar is in place and is followed rigorously. • Classroom/Playrooms visits and observations focus on the quality of learning and teaching. • Improvement Plans are consistent and focus upon high quality learning and teaching and positive outcomes for learners • There are planned opportunities for sharing practice and for collaboration within and across schools, settings and networks 	<p>QA calendar to include protected time for self-evaluation at class level</p> <p>Expectation that after every piece of CLPL, staff identify next steps.</p> <p>Regular Attainment and Achievement discussions to continue with HGIOS4 challenge questions remaining the focus of these discussion</p> <p>Teams of staff working with Robert Owen Centre, Keiran McQuade, Oracy 21 and Paul Fleming.</p> <p>Planned opportunities for staff to visit classes both within Barnhill and other schools.</p>	<p>We will see the impact of CLPL in the classroom during PSVs and Learning Walks</p> <p>Teachers will be able to confidently discuss the impact of their teaching on children's progress during PDMs</p> <p>Improved practice in the classroom as a result of their visits, CLPL and professional reading</p>		<p>SLT by Aug 19</p> <p>All staff Ongoing throughout year</p> <p>SLT Ongoing</p> <p>ROC – SLT & identified teachers ongoing</p> <p>KM – SLT & identified teachers By March 20</p> <p>O21 – Jenna Wade</p> <p>All Staff Ongoing</p>

		<ul style="list-style-type: none"> Detailed tracking and monitoring is in place throughout BGE Planned, regular and rigorous discussions of tracking data and pupil progress take place at SLT / departmental / class teacher / educator levels Self-evaluation and CLPL activities result in agreed actions and interventions which are recorded and followed up as appropriate. 	<p>Planned opportunities to work with staff from new SIP school – Eastern</p> <p>Continue to have regular Attainment & Achievement discussions. Time will be allocated for SLT to track data and pupil progress at whole school level.</p>	Targetted interventions will be implemented based on robust data		<p>All Staff Ongoing</p> <p>SLT - ongoing</p>
Increase/improve opportunities for listening and responding to children's/learners' voice/leadership of learning.		<ul style="list-style-type: none"> The guiding principle of listening and responding to children is embedded and included in the QI Calendar All schools use 'wee HGIOS' to embed learner voice and leadership Communication/engagement with parents is tracked and monitored - letters etc. Motivation of young people is promoted – assemblies, PSE lessons etc. Learner Voice – there is regular feedback from learners re quality of Learning & Teaching Young people lead learning Young people are involved in school self-evaluation e.g. taking part in observations and self-evaluation discussions 	<p>Ongoing</p> <p>Promote 'wee HGIOS' through JLT, RespectMe Team & Digital Leaders</p> <p>Pupils Groups will be given time to share their evaluations and next steps with Parent Council and other parent focus groups.</p> <p>Growth Mindset programme to be introduced N-P3</p> <p>Ongoing</p>	<p>Data from learner focus groups, JLT, RespectMe Team, Digital Leaders</p> <p>Pupils will respond positively to challenge and parents will have a greater understanding of Growth Mindset</p>		<p>SLT – ongoing</p> <p>SLT – ongoing</p> <p>N-P3 staff By June 20</p>
Implement robust processes for use of data/analysis to monitor and track	2.3 (1.1)	<ul style="list-style-type: none"> Regular and rigorous analysis of attendance data and support for pupils to maintain good attendance takes place 	Regular dates identified in QA calendar for rigorous analysis of attendance data, linking with SFDW where appropriate	Attendance for specific pupils will improve.		SLT by August 19

<p>individual progress leading to improved outcomes</p> <p>(Early Years Electronic Screening Tool, BGE; SEEMiS; SNSA)</p>		<ul style="list-style-type: none"> • Children's learning and progress are regularly analysed and evaluated through the use of a wide range of sources e.g. documentation extracts, journal entries, • Appropriate data is used to identify areas for improvement at all levels • Engagement in benchmarking activity within and across schools / settings and authorities is a regular feature • Presentation policy (SQA) errs on the side of cautious optimism, with clear procedures for changing levels which involve all stakeholders • Improved understanding (across the school) of data and associated MIS systems to ensure effective use and clear links to tracking and reporting to parents • Target setting by educators and pupils is embedded across the school/setting 	<p>Start Learning Journals throughout the school and nursery. Continue to discuss learning at Feedback Friday.</p> <p>SLT working closely with Attainment Advisor and Locality Information Analyst. Will attend training on Excel</p> <p>Staff will work together on moderation activities, engaging with Benchmarks with colleagues from SIP school, Eastern</p>	<p>Parents will be more informed about their child's learning and progress</p> <p>Better systems in place to collect and analyse data</p> <p>Staff will have a shared understanding of what achievement of a level looks like.</p> <p>Staff will become more confident within their judgements and using benchmarks</p>		<p>Identified classes Oct 19</p> <p>SLT By September 19</p> <p>All staff Ongoing</p>

<p>Dundee City Council Children and Families Service</p> <p>RAISING ATTAINMENT PLAN FOR SCHOOL / EDUCATIONAL SETTINGS</p> <p>Session 2019/20</p>	<p>IMPROVEMENT PRIORITY 2</p> <p>LEARNING PROVISION</p>					
<p>Aims (what are we going to achieve?)</p>	<p>HGIOEL&C HGIOS4 QIs</p>	<p>Expectations</p>	<p>Actions (what will we do?)</p>	<p>Measurement (how will we know we are making a difference?)</p>	<p>Progress/Impact (what has improved?) BRAG – December, March, & May</p>	<p>Timescale / Responsibility</p>
<p>Ensure provision of high quality learning and teaching and learner engagement for all</p> <p>(feedback; differentiation; learners leading learning)</p>	<p>2.3</p>	<ul style="list-style-type: none"> • A clear Learning and Teaching policy, followed by all educators, is in place and is in line with DCC Policy • The school/setting has a Standard for Learning, aligned with the Dundee Standard, taking cognisance of BTC, AifL, Birth to 6 (LTiD) and DYW. • Co-operative learning strategies are embedded across the school/setting • All educators regularly attend professional learning opportunities which support reflective practice and improve pedagogical understanding, leading to improved outcomes for learners. • Implementation of Leaders of Learning, Action Learning Sets or equivalent, Learning Rounds etc 	<p>The Standard has been developed and continues to be embedded.</p> <p>A policy document to be created.</p> <p>Ensure DYW and Digital Learning are incorporated into policy and Standard</p> <p>On-going</p> <p>Through PRD process, SLT continue to encourage staff to lead their own learning. Audit of staff CLPL outwith school-based inputs Foster a culture of teacher enquiry through planned collegiate professional reading</p>	<p>All pupils experience high quality learning and teaching</p> <p>An agreed policy document will be established for a consistent approach to L&T</p> <p>Staff will engage with additional CLPL relevant to their identified development targets</p>		<p>All staff ongoing</p> <p>SLT by March 20</p> <p>SLT ongoing</p> <p>All Staff by October 19 then ongoing</p> <p>ROC – SLT & identified teachers ongoing</p>

		<p>with a focus on pedagogy and robust feedback/reflection</p> <ul style="list-style-type: none"> • HR support is engaged at an early stage when supporting staff attendance • Underperformance is challenged early, consistently and rigorously, using DNCT / GTCs / SSSC standards and procedures • HR support is engaged at an early stage when challenging underperformance 	<p>Teams of staff working with Robert Owen Centre, Keiran McQuade, Oracy 21 and Paul Fleming. Peer Learning Visits are planned for in the QA calendar</p> <p>ongoing</p> <p>Continue to raise expectations of staff through the Barnhill Standard and GTC Standards Challenge underperformance, HR & Education Officer support where appropriate</p>			<p>KM – SLT & identified teachers By March 20</p> <p>O21 – Jenna Wade SLT by August 19</p> <p>SLT ongoing</p>
<p>Provision of an engaging and exciting BGE which provides learner pathways through to the Senior Phase and beyond and meets the needs of all learners, developing the Skills for Learning, Life and Work and DYW</p>	2.2	<ul style="list-style-type: none"> • A clear curriculum rationale is in place. (Early Years Settings ensure the principles of Making Young Children's Learning Visible are reflected in their curriculum rationale.) • Learning time is maximised - remove 'dead time' in the curriculum / day • Differentiation is in place in all classes. • Progressive pathways are in place in the BGE in all curricular areas, using standard Dundee formats 	<p>Curriculum Rationale to be developed</p> <p>Ongoing</p> <p>Planned high quality CLPL to support with differentiation – Writing, Reflective Reading.</p> <p>Numeracy and Literacy pathways have now replaced Barnhill's progression pathways, other curricular areas will be introduced throughout the session</p>	<p>Staff, pupils and parents will have a better understanding of what the Curriculum means to the Barnhill community.</p> <p>Evidence of differentiation can be seen during Learning visits/walks and also in jotter/folio sampling. Differentiation is planned for.</p>		<p>Consultation to begin Jan 2020.</p> <p>SLT ongoing</p> <p>All staff Ongoing</p>

				Planning documents will show appropriate progression of learning in all curricular areas.	
Planned strategic implementation of moderation arrangements across stages and curriculum throughout the session		<ul style="list-style-type: none"> • Regular professional dialogue develops a shared understanding of ages and stages of development and anticipated progress. • Regular, planned opportunities for moderation are a priority throughout the year (as per DCC Moderation Strategy - planned into collegiate time, inset days and WTAs) • There is a strong focus on continuity and progression of learning/pedagogy during transitions • An effective Cluster Transition Policy from Early Years - S1 and through all stages, is in place, including the exchange of information and SNSA/ACEL/SQA data. • In-service days prioritise time for training and upskilling staff, focussing on high quality learning and teaching 	<p>Regular Professional Dialogue meetings and Attainment and Achievement discussions ongoing and planned in QA calendar</p> <p>Working within Barnhill, with SIP school and Cluster colleagues</p> <p>Cluster Moderation plan to be created</p> <p>Ongoing</p> <p>Ongoing</p> <p>Writing CLPL with Education Support Officer, Reflective Reading CLPL, Moderation, CAMHS training, CUiN</p>	<p>Staff will have a shared understanding of what achievement of a level looks like.</p> <p>Staff will become more confident within their judgements and using benchmarks.</p> <p>All pupils experience high quality learning and teaching</p>	<p>All staff ongoing</p> <p>HT & Cluster HTs By Feb 20</p> <p>SLT ongoing</p>

<p>Dundee City Council Children and Families Service</p> <p>RAISING ATTAINMENT PLAN FOR SCHOOL / EDUCATIONAL SETTINGS</p> <p>Session 2019/20</p>	<p>IMPROVEMENT/PRIORITY 3</p> <p>SUCSESSES and ACHIEVEMENTS</p>					
<p>Aims (what are we going to achieve?)</p>	<p>HGIOEL&C HGIOS4 QIs</p>	<p>Expectations</p>	<p>Actions (what will we do?)</p>	<p>Measurement (how will we know we are making a difference?)</p>	<p>Progress/Impact (what has improved?) BRAG – December, March, & May</p>	<p>Timescale / Responsibility</p>
<p>Fully implement robust assessment and planning processes for wellbeing in line with National Practice Model (GIRFEC)</p>	<p>3.1</p>	<ul style="list-style-type: none"> • Children, staff and families understand their entitlement to and responsibilities to deliver GIRFEC. • Increased engagement with Health Visitors as the named person in Early Years • Assessments of wellbeing are analytical and focussed upon improving outcomes for children/families • DCC staged intervention process (Team Around the Child) is used consistently and effectively to support children and families • Agreed Authority-wide planning, recording and referral systems are used consistently 	<p>Raise awareness of GIRFEC through Parent Focus Group and parents Council meetings</p> <p>Continue to engage with HVs for TATC, supporting children and their families</p> <p>Ongoing</p> <p>Effective staged intervention procedures will continue.</p> <p>Further training on Mosaic required for SLT to ensure best use of the system to support children and their families.</p>	<p>Pupils, Parents and staff will have a greater understanding of GIRFEC and SHANARRI and discuss them confidently.</p> <p>Outcomes for children will improve following TATC/ staged intervention process.</p> <p>SLT confidently accessing Mosaic.</p>		<p>SLT ongoing</p>

<p>Embed/implement Nurture Approaches Framework across the whole School / Educational Setting (with reference to Restorative Approaches)</p> <p>The UNCRC / Children's Rights / Nurturing Approaches and Restorative approaches underpin all policy and practice</p>	<p>3.1</p>	<ul style="list-style-type: none"> • All School/Educational settings will be working towards becoming a 'Nurturing Setting' • An Alternatives to Exclusion policy is in place and understood by all educators, learners and parents • Regular review of learners' attendance is undertaken, with interventions identified for targeted individuals and groups • Regular review of school pupil exclusions with interventions identified for targeted individuals and groups • The curriculum includes explicit activity on the UNCRC e.g. through the Rights Respecting School approach • Focus is shifted from behaviour/discipline to relationships resulting in all schools/settings having a Relationship Policy in place. • Restorative practices are used to resolve conflict, to support self-regulation, to reduce disruption and on return from exclusion 	<p>Nurture training complete for most staff. Nurturing principles have been key to our Barnhill Standard for L&T and in our new Relationships policy. Continue to link with DEPS.</p> <p>Relationships Policy to be developed through consultation with pupils, staff and parents – this will include the addition of an Alternative to Exclusion Policy. Continue to work closely with SFDW to best support children and families.</p> <p>UNCRC to be looked at as part of the Relationships Policy and Curriculum Rationale</p> <p>New Relationships Policy to be further developed and embedded (see above)</p>	<p>Improved relationships Less disruption to L&T Reduced exclusions Reduced 'referrals' Improved attendance Improved attainment. Less exclusions. Interactions between all members of school community will be positive.</p> <p>See above</p>		<p>All staff ongoing</p> <p>SLT ongoing</p> <p>Identified classes to pilot during term 4.</p> <p>SLT ongoing</p>
<p>Have robust processes for use of data/analysis to monitor and track individual progress leading to improved outcomes (including attainment, achievement, attendance, exclusions)</p>	<p>1.3 (3.2) (2.3)</p>	<ul style="list-style-type: none"> • Focused discussions regularly take place on every individual child • Ensure equity – keep focus on targeted children and on improving outcomes for targeted groups: LAC, ASN, Young Carers, SIMD1&2, CP register (including attendance and exclusions) 	<p>Through Attainment and Achievement discussions – ongoing</p> <p>SLT to develop rigorous tracking of targeted children.</p>	<p>Overall attainment improves.</p> <p>Attainment raised for targeted children.</p>		<p>SLT ongoing</p>

		<ul style="list-style-type: none"> An agreed core data set is in place, which is used to monitor/track progress 	Developing tracking processes with Locality Information Analyst	Better systems in place for data analysis. Data can be used to plan targeted interventions.		
All schools are rigorous about the implementation of DCC policies re attendance	1.3 3.2 2.3	<ul style="list-style-type: none"> All tracking and monitoring systems feature the key measures of attainment, attendance, care experienced status, young carer status, SIMD, CP register, ASN Attendance of all pupils is promoted through agreed DCC policy and resulting staged interventions, eg SDS risk matrix is 70% or below, absences total 20 days or more 	Developing processes with Locality Information Analyst Ongoing	Better systems in place for data analysis. Data can be used to plan targeted interventions.		
Wider Achievement is recognised and rewarded		<ul style="list-style-type: none"> Clear and consistent processes are in place for promoting, monitoring and tracking wider achievement for all pupils 	Ongoing	RRS Award SCQF DoE Caritas / PFFA		

Curriculum, Pedagogy and Performance Strategy and Action Group – On-going Priorities

- agree implementation and monitoring periods for use of the BGE tracking tool and SEEMiS Progress and Achievement Module for all city School / Educational Settings
- finalise curriculum rationale, design and progression work already started in key areas including literacy and numeracy
- support all School / Educational Settings to have an agreed curriculum rationale which drives improvement, including a BGE that transitions into the SP to ensure progression pathways for all learners and raises attainment
- finalise revised policy and arrangements re reporting to parents
- finalise revised learning and teaching policy
- strategically plan and deliver CLPL on evidence-based approaches to raising attainment to both primary and secondary sectors

Scottish Attainment Challenge – Dundee

Recommendations from ILA inspection:

- ❖ simplify the landscape - what's working- see 2019-20 bid
- ❖ review the matrix and it's use re informing improvement
- ❖ use evidence base to plan exit strategy from SAC funding
- ❖ further embed SAC within the secondary sector
- ❖ increase the focus on raising attainment and closing the gap in secondary
 - targeted interventions - PTs Maths/Numeracy – CEO and AA, lead EO
 - roll out School / Educational Setting measurement plans – Attainment Advisor
 - Reinforce the expectations within and the contribution of the School / Educational Setting Improvement Framework to raising attainment and closing outcome gaps – including the Chief Education Officer carrying out SQA Results Reviews in all secondary School / Educational Settings
 - Strengthen the synergy between the work of the Attainment Advisor and the Educational Services Management Team
 - targeted focus on secondary SQA results e.g. subject departments with a trend of negative value course comparator
 - focussed and targeted work on HGIOS4 and pupil version of HGIOS 4 and generic input for all Head Teachers
 - re-focus the matrix re Dundee Measures
 - Prioritise support for curriculum and moderation
 - targeted support from the Attainment Advisor for School / Educational Settings identified using performance data
 - Review cross-sector and subject / curriculum networks