School Improvement Plan

2022-23

Peebles High School

This document outlines our identified priorities for Session 2022/23 which will bring about continuous improvement of outcomes for our learners. It is based on rigorous self-evaluation of our provision, including the impact of development work carried out during 2020/21. For more information on our performance see our School Improvement Report 2020/21.
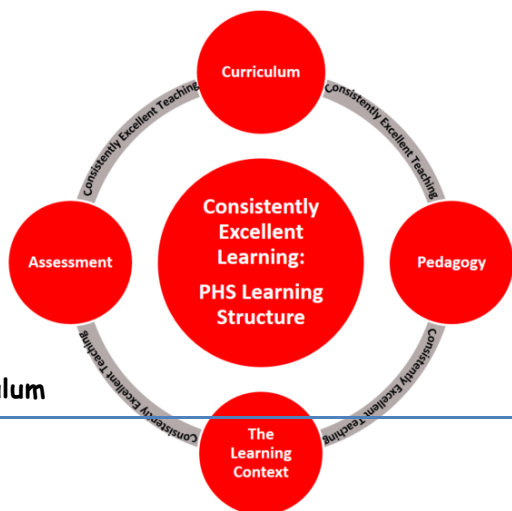
Self-Evaluation Summary

Identification of strengths and aspects for improvement involves knowing the impact of our work on learners.
Learners are at the heart of effective self-evaluation' - HGIOS 4? HGIOELC?
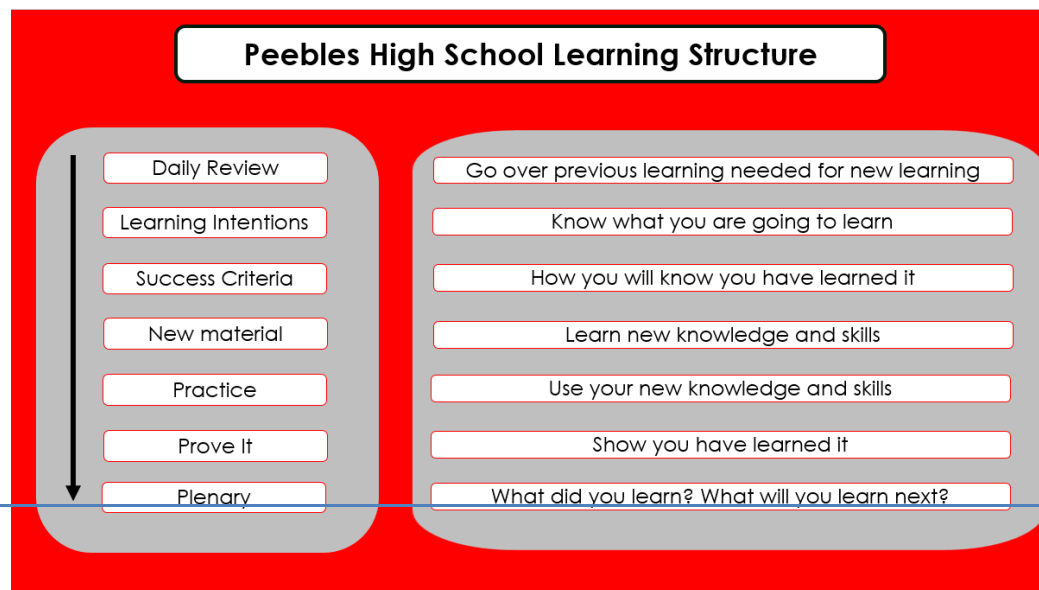
Strengths 2020-21
• See SIR

Peebles High School Teaching and Learning Framework

Priority 1: Curriculum

QI	NIF Priority	SBC Framework	Intended outcome:
QI 1.1 / 1.2 / 1.3 2.3 / 2.5 / 3.2	1	QI, Partnerships with Parents and LTA	**2.2 Curriculum Rationale** We will work together towards developing and promoting a clear vision for our curriculum shaped by the shared values of the school and its community. The curriculum provides equity of opportunity to maximise the successes and achievements of all our learners. **3.2 Raising attainment and achievement** We aim to assist our learners in becoming successful, confident, to exercise responsibility and contribute to the life of the school, the wider community and as global citizens. They are personally and socially adept and have achieved a range of skills and attributes through a wide range of activities.

Process				Progress Tracker	
		Strategic lead and key people	Timescale (Date)	Measures of Success	Review Date
1	**What we are going to do?** We will begin with an audit of current BGE provision. Looking specifically at • Benchmarks for Es and O's coverage – why? • Primary transition links • Rights Respecting schools • DYW Skills Framework Staff will develop a confidence in, enthusiasm for and ownership of our commitment to securing children's rights and wellbeing, taking account of learners' entitlements, the national skills framework, and also considering priorities that come from the uniqueness of our setting. This will include a drive towards an increase in alternative pathways for our senior pupils. 2.5 Family Learning	All (JL, VB, JMc)	Oct	We will have agreed our **curriculum rationale** and **skills framework** (not just using the 4Cs previously adopted) through faculty audit, as well as learner audit, parent and employer engagement. We will have **achieved Silver Rights respecting schools.** **How will you know you have been successful?** We will have a plan for changes and improvements needed in the BGE curriculum.	May 2023 May 2023

					May 2023
	Families have engaged in designing our program and we will now develop and deliver family learning courses that are stimulating, challenging, relevant and enjoyable. We will actively promote lifelong learning and, as a result of our family learning classes, aim to increase aspirations of individuals and families.	(KW, JL, GG PT Ex Art)	Nov Sept	A pilot for our **Family Learning calendar** will have been completed and through parental surveys be seen as stimulating, challenging, relevant and enjoyable.	
	Voluntary charter 2.7 Partnerships Through effective partnership working we aim to improve our learning provision and secured positive impacts for children, young people and families in our community. Fresher's Fair September 14th	(JL,JS,MS, JMc,LB,LJ, DM,TT) (JL,RW,KW, JMc, MS) JL	Sept	The agreement of a voluntary charter and completed sign up of internal and external agencies to our values and principles. Involvement from in school and wider community enrichment clubs and societies to establish a network of experiences for young peoples' curriculum.	

	Why we need to do it It has been over 10years since PHS has had a whole school review of its curriculum rationale. We have had teacher feedback that we should be pulling together and working collegiately at achieving our goals. Recent Learning cycle developments have led to a focus on learning intentions rather than tasks and this has led to an appetite to discuss these learning intentions and our strategic approach to their planning.

Priority 2:   Continuous Improvement of Teaching and Learning through Pedagogy

QI	NIF Priority	SBC Framework	Intended outcome:
			To improve the consistency and quality of teaching and learning through employing a common language of learning, embedding use of our Peebles High School Learning Structure, and developing our knowledge and use of pedagogical approaches (including digital approaches) which align with the research that underpins our Learning Structure.
QI 2.3, 1.1, 1.2	2	QI, Partnerships, LTA	Empowering quality improvement practices which support teacher development will build positivity about our teaching and learning improvements,
A collaborative professional learning culture will flourish, creating the conditions for continuous improvement. This will bring improved outcomes for learners.

Process			Progress Tracker	
	Strategic lead and key people	**Timescale (Date)**	**Measures of Success**	**Date Reviewed**
1a) **What we are going to do?** **Employ a common language of learning and embed use of our Peebles High School Learning Structure to bring consistency** *Common language* Display our PHS Learning Structure in all classrooms across the school *Common language cont.* Design infographic symbols to ensure our use of our structure is inclusive (e.g. SfL and Enhanced Provision) Continue to develop pupil and parent body's knowledge and understanding of our Learning Structure through assemblies and website.	DHT Teaching and Learning Teaching and Learning SWG	Ongoing October 2022 Sept. 2022 May 2023	• Self-evaluation for self-improvement evidence (HMIE Survey, Snapshot surveys, '5-a-day' response, tracking through 'Open Doors' lesson observations, QA calendar activities) indicate almost all lessons use our PHS learning Structure, almost all staff use the language of our learning structure in almost all lessons, and pupils use the language of our learning structure when discussing their learning experiences. This will lead to a better learning experience for pupils, pupils being better equipped to employ our learning structure during independent home learning and an increase pupil and parent 'satisfaction with the quality of teaching'. • Almost all staff and young people report feeling better supported to use our	Monthly

				learning structure. Given feedback from SfL staff, this should include SfL and EP staff and young people to demonstrate appropriate improvement. • Resources shared and almost all pupils and parents know about and understand our learning structure. The impact of this will be pupils and parents are more aware of how pupils can understand the progress they are making and improve the impact of independent home learning activities. Most learners report confidence in using the learning structure in independent study.	
1b)	**Develop pedagogy, including digital approaches, to enhance quality of teaching** *Embed use of structure/pedagogy* Develop Wakelet into a pedagogy toolkit organised around our structure and key pedagogical approaches which shares practice used in PHS, and use this tool to support reflection and creation of individual pedagogical plans.	DHT Teaching and Learning, Inspire Cluster Teacher,	Ongoing	• Wakelet further developed throughout 2022/23 and staff using throughout the session as it evolves. • Almost all teaching staff report using approaches highlighted and seeking experience from staff across the school as a result of information shared.	
	Develop pedagogy Offer high quality CLPL in the form of both mandatory training and optional sharing practice offer, including inputs from APSL and Inspire Lead. Adapt staff Teaching and Learning Newsletter format and timing to better support collaboration.	All	Ongoing January 23	• CLPL Calendar • Almost all staff report in-house CLPL has taken them forward in their practice. Increase in positive responses to HMIE question "I am happy with the quality of teaching in my school" of "all of the time" and "all of the time" and "some of the time" combined.	

| | Digital approaches
Inspire training and digital teaching and learning coaching for all NQTs and staff new to SBC.

Digital instructional coaching available to all staff with identified need as part of PRD or pedagogical plan. | Inspire DHT | | Almost all staff report using information shared to take their practice forward Effective practice in every faculty area features at least once in our new newsletter. Almost all staff report confidence in use of digital technology to support effective teaching and learning. Effective use of digital technology is consistently identified as a strength in classroom observations (the majority of lessons). Learners report positive impact of use of digital technology in their learning experience in '5-a-day' self-evaluation activities and data gathering led by Inspire Pupils leaders. Evidence of learners experiencing teaching that utilises digital technology to enhance teaching and learning in observations, views, data | |

Why we need to do it.

Shared language

Direct observation shows that we are not yet consistently using the shared language that the co-creation of our learning structure established.

Literature and research tells us that routine plays an important role in supporting transitions, in terms of pupil behaviour, wellbeing and learning (Cheney, 1989; Vallecorsa, de Bettencourt, and Zigmond, 2000). Our structure and use of its language fosters routine.

Embed Learning Structure

Pupil and staff questionnaires, focus groups, and direct observation show that while much progress has been made, our ambition of ensuring consistency of teaching and learning through use of our Peebles High School Learning Structure in 'Almost all' lessons has not yet been achieved.

Educational literature and research, including three of EEF's five 'best bets' (direct instruction, scaffolding, and metacognition), underpin our structure and make us confident that this is the right approach for raising attainment, Covid recovery and closing the attainment gap.

Develop pedagogy

The EEF school improvement planning support *Moving forwards, making a difference: A planning guide for schools 2022–23* highlights that "the evidence tells us that high quality teaching is the most important factor when it comes to improving attainment outcomes, particularly for disadvantaged pupils. Schools should focus on developing teaching practice over a sustained period to drive meaningful change in their setting."

Staff feedback emphasises that more could be gained from our Teaching and Learning Newsletter if structured to make it likely that staff have common reading experiences to discuss and work together to plan improvement. Sharing of practice relevant to our context will support teaching staff to make progress with pedagogy.

Our work in this area aligns with SBC Learning, Teaching and Assessment framework.

Develop digital teaching learning

In-school self-evaluation has found that digital technology is predominantly used as Substitution or Augmentation rather than Modification or Redefinition.

Various literature and research, including Hattie's research which indicates that use of digital technology outwith ICT lessons in secondary schools has an effect size of 0.55, supports our continued work on digital teaching and learning.

We need to support the strategic direction of the SBC Inspire Learning initiative, which is placing greater emphasis on use of digital technology to enhance classroom pedagogy.

| 2 | **What we are going to do?** **Develop empowering quality improvement practices which support teacher development and build positivity about our teaching and learning improvements. Through this a collaborative professional learning culture will flourish, creating the conditions for continuous improvement.**

Co-create a lesson evaluation tool to support self-evaluation in relation to our PHS Learning Structure.

Design quality improvement practices that support teacher improvement:
• Open Doors redesign
• Observations (line manager and peer)
• Self-Evaluation, including pedagogical plan

• In-house supports for PRD | DHT Teaching and Learning/Teaching and learning SWG/PTCs | Aug-Oct 2022

Aug 2022-Oct 2022 Ongoing

May 2023 | • Lesson evaluation tool created and in use in day-to-day practice leading to more regular and structured self-evaluation of practice against our understanding of what makes great teaching. Coaching conversations look at what went well, areas for improvement and what now.
• Almost all staff report positive impact of new tool and observation processes in evaluations led by the Teaching and Learning SWG
• Pedagogical plans demonstrate positive impact for learners

• Almost all staff report feeling supported to engage appropriately with GTCS Standards and a whole-school overview of professional learning needs is captured. | Termly |

	Why we need to do it. Our self-evaluation evidence has identified weaknesses in our approaches. A revision of this strategy, the observation tool used to support it, and wider quality improvement processes are required to ensure we create a climate in which we are enthused about continuously improving our teaching, and feel supported and challenged to do so.			• All line managers report improved PLPs that focus on professional learning rather than task completion.	

QI	NIF Priority	SBC Framework	Intended outcome: Strategic lead:
3.1	3	Developing Inclusive Practice	We will have a shared understanding of the PHS Learning Context and how this is an integral part of the Teaching and Learning Framework. Peebles High School will be committed to reducing inequalities of outcome for all young people; this includes those with protected characteristics. Attainment and achievement for all learners will be improved through the provision of inclusive, equitable and valuable learning opportunities. We will provide an inclusive and nurturing ethos of high expectation and achievement.

Process			Progress Tracker	
	Strategic lead and key people	**Timescale (Date)**	**Measures of Success**	**Date Reviewed**
1 What we are going to do. We will further develop our shared understanding of what we mean by the PHS Learning Context. We will do this by fully engaging in Phase 3 of SBC's Nurture programme for the session. We will participate in training on Nurture Principle 1 – children's learning is best understood developmentally and Nurture Principle 6 – transition is important in children's lives.	DM/ Nurture SWG	June 2023	Staff will be confident in using nurturing approaches in their dealings with young people. Almost all young people will feel respected, included and safe. Almost all young people will feel comfortable approaching staff with questions or suggestions.	
Why we need to do it. There has been a significant drive to create a culture and ethos of inclusion in Scottish Borders and Peebles High School is committed to providing an education service that has a relentless focus on inclusion. We understand that relationships will support our young people to recover their learning. We know that the majority of young people feel comfortable approaching staff with questions or suggestions and most feel that staff treat them fairly and with respect. We would like this to be almost all young people.			Almost all young people will feel they are treated fairly and with respect by staff.	

| 2 | **What we are going to do.**
We will further develop our shared understanding of what we mean by the PHS Learning Context. We will do this by continually building and reinforcing messages that challenge violence and promote gender equality.
This will be evident across the curriculum, in every day interactions between staff and young people, in policies and procedures and in the culture and ethos of our school community.

Why we need to do it.
Improving the wellbeing of young people will help them feel safe and secure. When young people are included, engaged and involved, they will attain and achieve better outcomes.
In 2021/22, 11% of young people stated that they felt unsafe in school. The success of the Mentors in Violence Prevention (MVP) programme has been interrupted by the pandemic. | DM/SM/ RSG/MVP Champions/E qualities Group/ Equally Safe At School (ESAS) | June 2023 | All staff will support whole school approaches through the curriculum, through everyday interactions with young people and in the ways that they respond if they encounter issues relating to gender-based violence or if a young person discloses something to them.

Through training and materials, staff understanding of gender-based violence will improve. Staff will tackle gender stereotypes and gendered power imbalances.

Young people will feel safe in school (data from surveys and wellbeing tracker).

There will be a shared, consistent approach to gender-based violence. | |

| 3 | What we are going to do.
We will further develop our shared understanding of what we mean by the PHS Learning Context. We will do this by continuing our journey to lesbian, gay, bisexual and transgender inclusion by working towards the LGBT Youth Scotland Gold Charter award. | DM/ZF/
LGBT
Champions/E
qualities
Group | | All teaching staff will attend a workshop and complete four LGBT Scotland training modules and will feel confident in their responsibility to support LGBTQ+ young people.

LGBTQ+ young people will feel more included in PHS (data from surveys and wellbeing tracker).

PHS Respect policy will be updated and shared.

Resources used across the school will be LGBT inclusive.

LGBT Scotland Gold Charter award achieved. | |
| | Why we need to do it.
Improving the wellbeing of young people will help them feel safe and secure. When young people are included, engaged and involved, they will attain and achieve better outcomes.
The Equality Act (2010) provides the legal framework to protect the rights of individuals and to advance equality of opportunity of all. We have a duty under this act to:
Eliminate unlawful discrimination, harassment and victimisation Advance equality of opportunity between people who share a protected characteristic and others Foster good relations between people who share a protected characteristic and those who do not Using our self-evaluation for self-improvement measures, we identified training in how to support transgender young people as a professional learning need priority. | | | | |

QI	NIF Priority	SBC Framework	Intended outcome:
2.3	3 and 4	LTA	The devising, implementing, piloting and reviewing process of this session of what? will clarify our ongoing approach for future years. By the end of this session we are aiming to have devised a Parental Engagement, Reporting & Monitoring Framework that is aligned to our new Curriculum Rationale, School Vision and Learning Structure.

Process			Progress Tracker	
Much of this session will focus on the piloting and evaluating of new approaches	**Strategic lead and key people**	**Timescale (Date)**	**Measures of Success**	**Date Reviewed**
1 What we are going to do. • Pilot new approaches to engaging with parents, with particular emphasis on maximising use of effective digital solutions (Showbie/MSForms) on the progress and next steps of young people's learning, attainment and achievement. • Invite all Parents to a showcase/ meet the teacher evening to re-engage parents who have felt detached from the school due to Covid restrictions. • Deliver a blend of online and face to face Parents' Evenings to settle on our community's preferred approach going forward • All faculties to consider their own approaches to improving Parental Engagement and include in their FIP • Devise and publish a new framework for Parental Engagement and Communication	DHT 2.3 &CW CW DHT 2.3 DHT 2.3 & ELT DHT 2.3	Sept '22- May '23 Sept '22 Oct '22 – May '23 Sept '22 – May '23 June '23	Parents, staff and young people respond more positively to surveys on the efficacy of reporting, communication and understanding of next steps in learning leading to higher attainment for all young people. Parents feel welcome and engaged in the life of the school again post Covid. Parents feel their views are being listened to and that engagement with teachers is supporting their child's learning Parents receive improved information to support learning from every area of the curriculum Our whole school community understand and support our approach to Parental engagement and reflect this when surveyed	1

• Help to reinforce the language of our PHS Learning Structure in our reporting of progress and next steps for learning.	DHT 2.3 & DHT 3.1		Our Learning Structure supports Learning in school and at home	
Why we need to do it. Staff and Parent HMIe surveys highlight Parental Engagement as an area of limited improvement and significant dissatisfaction in our community. Why we need to do it. The Inspire Learning SBC direction provides us with an opportunity to pilot new IT approaches to engage with Parents and work in partnership to positively impact learning while addressing an area of perceived weakness in our practice.				