



School Improvement Report 2022-2023



Review of Progress 2021-22:022

Review of Progress 2020-21

Context of the school

Peebles High School is a non-denominational comprehensive school providing education for 1358 young people from S1 to S6. The school, situated in the town of Peebles with a catchment area of nine Primary Schools, namely: Broughton, Eddleston, Halyrude, Kingsland, Newlands, Priorsford, St Ronan's, Walkerburn and West Linton. These primary schools and the High school form the Tweeddale Learning Community.

We receive an additional £65k (approx.) Pupil Equity Funding from Scottish Government and plan the use of this money carefully to ensure that all our young people with free school meal entitlement are given the appropriate supports to attain to the same high standard as the rest of our school community. This session we have implemented a new Learning Framework, which is central to our school's improvement going forward and to ensuring that every young person benefits from the highest quality learning experiences. After a fire in 2019 in which we lost 1/3rd of our classrooms and the impact of the Covid pandemic, we have redefined our vision with the Learning Framework central to that vision. Work addressing the culture of continuous improvement this session has led to renewed purpose and focus on the culture of continuous improvement within the Extended Leadership Team and puts us in a strong position to consolidate and improve on our very good attainment and strong reputation for securing positive and sustained destinations for our young people

PRIORITY 1: VISION, CORE PURPOSE AND MISSION STATEMENT

What improvements have you made this year?

Given the clear and obvious need to revisit our school vision after the fire in November 2019 and subsequent waves of Covid and the imminent building of a new school we engaged fully with all stakeholders to undertake a complete review and overhaul of our school vision, core purpose and mission statement. Our new vision reflects the views of all staff, the parent forum and all young people:



The new vision has been shared widely with all young people, staff, parents and the Peebles Community Council

What has changed/ improved for learners?

- All staff were given the opportunity to contribute their views and responded with unanimity in favour of our Head, Hand and Heart Vision. As a result staff feel more connected to, responsible for and positive about making our Vision a reality for our young people
- All young people were given the opportunity to share their views on different ideas presented for our school vision and some young people (24; 4 from each year group) self-selected to be part of our Vision Focus group who were consulted throughout the process and contributed most of the ideas to form our new vision
- Our newly formed Student Parliament played a key role in ratifying our chosen direction and suggesting next steps for our school motto.
- The Parent Forum responded very positively to the new vision and helped to shape our final decisions, in
- All stakeholders gave their support to our school values remaining the same: Compassion, Wisdom, Integrity, Justice

- Towards the end of the session the architects responsible for the design of our new school attended a presentation of our new vision to the Peebles Community Council ensuring that it is integral to the design and ethos of our future building

Next Steps in relation to our Vision, Core Purpose and Mission Statement.

- **Devise more detailed descriptors of each of the three strands of our Vision**
 1. **Intellectually Enriching**
 2. **Physically Empowering**
 3. **Emotionally Nurturing**
- **Share our new vision with Education Officers at SBC**
- **Conclude our sharing Assemblies with our young people**
- **Re-write our Curriculum Rationale to ensure it is fully aligned to and supportive of our vision**
- **Conduct a poll within our community to decide on our new school motto**

PRIORITY 2: ENSURING WELLBEING EQUALITY AND INCLUSION

What improvements have you made this year?

- **Continued to develop a shared understanding of the Peebles High School Teaching and Learning Framework and how the Learning Context is integral to this.**
- **All teaching and ANA staff received universal training in Nurture Principle 2 (the learning environment offers a safe place) and Nurture Principle 5 (all behaviour is communication).**
- **Nurturing approaches continue to be applied in interactions with young people to promote positive relationships, support behaviour, wellbeing, attainment and achievement.**
- **There is a better understanding of the importance of the wellbeing indicators across our school. Staff have a better understanding of their responsibilities associated with this and the links between wellbeing and raising attainment and achievement.**
- **Restorative approaches are regularly applied in order to build and maintain positive relationships.**

- Preparation for the introduction of 'House Time' was planned and delivered. All stakeholders are ready for the implementation of this in August 2022. Training in the role of the House tutor and the expectations of this was delivered.

What has changed/ improved for learners?

- All teaching and ANA staff are inclusive practitioners and understand their personal responsibility to deliver inclusive and nurturing education in order to improve the experience of young people
- All teaching and ANA staff understand the importance of relationships in the development of young people. 90% of young people stated that staff treat them fairly and with respect, which is an increase of 5% from 2021. 90% of staff feel confident in using restorative approaches to deal with any breakdowns in relationships and 85% of young people acknowledged that staff used restorative approaches in their dealings with young people
- All teaching and ANA staff understand that they have the potential to be a protective factor in our young people's development because of the relationships they can build with them and that they can also model that relationships can be restored by moving on from challenging situations after they've occurred. We also understand that young people are not the only ones to benefit from restorative practices, the wellbeing of staff is just as important and restorative practices can support this too
- All teaching and ANA staff appreciate that the learning environment should offer a safe place and have an understanding of the five aspects that make up a safe place - belonging, relationships, learning and curriculum, predictability/routine/structure and emotional calm. They have used this learning to create an environment where young people feel safe and nurtured
- All teaching and ANA staff have a better understanding of the behaviour of young people and how this can be a method of communication. We better understand these communications and respond accordingly. We recognise that relationships are crucial to understanding and supporting behaviour and that positive connections lead to attunement
- All teaching and ANA staff understand language is a vital means of communication and our communication makes young people feel that they belong and are welcome in our school. Our language builds and strengthens relationships across our school community. We are becoming more conscious of the power our language has and the positive impact it has on our relationships
- 90% of young people feel safe in school, which is in-keeping with the data from 2021 (94%)
- 84% of young people say they have someone in school they can talk to if they are upset or worried about something, which is in-keeping with the data from 2021 (85%)
- 84% of young people feel nurtured and cared for by adults in school, an increase of 9% from data gathered prior to Christmas. 92% of young people stated that they have a good relationship with their teachers

- 71% of young people feel that school is helping to make them more confident, an increase of 9% since 2021
- 79% of young people stated that they have an understanding of the wellbeing indicators. This is an increase of 14% from data collated prior to Christmas.

Next Steps in relation to learning teaching and assessment and inclusion.

- Engage in Phase 3 of Nurture training in order to cover all six Nurture Principles. Next session NP1 (children's learning is best understood developmentally) and NP6 (transition is important in children's lives) will be the focus for the Nurture SWG and training will be delivered to staff in these areas.
- Continue to improve the wellbeing of young people in order to help them feel safe and secure. In June 2022, 23% of young people stated that they felt unsafe in school. In order to be a more inclusive school, we will develop understanding of the protected characteristics within the Equalities agenda, focusing on gender and sexuality in Year 1. The Equalities group will take forward improvements in this area of school improvement. Understanding of gender stereotypes and gender-based violence will improve across our school community and there will be a shared, consistent approach to dealing with this.
- Through our self-evaluation for self-improvement process, feedback from staff identified a professional training need in how to support transgender young people. This will be covered as we continue our journey to LGBTQ+ inclusion and we work towards the LGBT Youth Scotland Gold Charter award.
- There will be a shared understanding across staff of how the above sits within the Learning Context and how this contributes to the Learning and Teaching Framework.

PRIORITY 3: CONTINUOUS IMPROVEMENT TO LEARNING, TEACHING & ASSESSMENT

What improvements have you made this year?

Improved the consistency and quality of teaching and learning

We have firmly established that the continuous improvement of teaching and learning is our core purpose. This is captured by the emphasis on learning in our new school vision and our commitment to this vision is shown through the focus on pedagogy in professional learning activities in session 2021/22. Approximately 40% of Inset and whole school staff meeting time was devoted to work on pedagogy. Evidence of improved professional pedagogical knowledge and application of this in lessons, particularly in relation to retrieval practice.

Our wider in-house professional learning offer was also enhanced significantly. Almost all faculties contributed to our pedagogy CLPL programme. Staff recognition of the value of these sessions is evidenced by staff volunteering to add more sessions to our offer over the course of May and June. Almost all sessions had a degree of digital focus, evidence of the continuing impact of Inspire. While many early sessions focused on use of platforms, such as OneNote, to plan and deliver learning using our structure, there was a pleasing shift to how digital technology could enhance pedagogy in the later sessions.

We created a teaching and learning staff newsletter that offers suggestions selected to support staff to use our Peebles High School Learning Structure. This newsletter was initially shared weekly (alongside our Rector's bulletin and on Twitter), before becoming a fortnightly publication, following staff feedback that this would support greater opportunities for shared learning experiences and professional discussion. The content of the newsletter was the basis for the development of our Wakelet which will be developed further session 2022-23 into a comprehensive PHS Teaching and Learning Toolkit. Almost all staff have engaged with the newsletter or Wakelet. Almost all staff report that our focus on teaching and learning has resulted in greater engagement with professional reading and discussion of teaching approaches with colleagues.

We strengthened our quality assurance and quality improvement processes. We adopted a new model for improvement planning which ensured all staff contribute to all priorities, a change which ensured greater alignment between our School Improvement Plan (SIP) and Faculty Improvement Plans (FIPs). A change in format allowed our FIPs to be shared with staff across the school. This opening up of our process allowed staff to more easily identify and learn from good practice within our own context. FIPs were pre-populated with a structure for faculty termly collaborative enquiries on aspects of pedagogy to support consistency in our approach to ensuring continuous improvement. Faculty self-evaluations evidence improvement in knowledge and application of pedagogy, including improved assessment within lessons with teachers more aware of individual pupil progress towards achieving lesson success criteria and a greater emphasis on helping pupils understand the progress they are making.

A new model for 'Open Doors', our key strategy for whole school quality assurance and improvement of teaching and learning, and a lesson evaluation sheet which aligns with our learning structure were devised and piloted. The process, completed for 7 departments, ensured improved stakeholder engagement, supported staff at all levels to develop both understanding of features of highly effective teaching and expectations for using our PHS Learning Structure, and supported departments to identify strengths and areas for improvement. We evaluated these changes, and started to explore further changes to our format.

PTCs completed IRIS Connect training to equip middle leaders to support staff to make effective use of this self-evaluation tool.

Other: Pupil Voice

Session 2021/22 saw the inauguration of our Pupil Parliament, a replacement for our Student Council. This body, made up of pupils from all year groups, seeks to widen both participation in and pupil leadership of school improvement. 83 candidates across all year groups stood for election, underlining the desire that exists within our pupil body to take on leadership roles. The 30 candidates that were elected (turnout of 78.8%) have gone on to ably take our school forward with their work on priorities such as bullying and Rights Respecting Schools (RRS), and leadership of participatory budgeting.

Other: Website

We created a new school website using the Glow blogs platform to enhance communication. This website allows us to bring the task of updating the website in-house, enabling us to keep it up-to-date. In addition, a representative from each faculty was trained in how to use this platform to allow departmental pages to be maintained. Feedback on the website has been taken from Parent Council who acknowledge the significant improvements and have offered suggestions on content and accessibility to be actioned.

Improvements for learners

*Overall, we have improved the consistency and quality of teaching. In session 2020-21 our self-evaluation for self-improvement evidence revealed that our recently introduced PHS Learning Structure (created that session with the expectation for full implementation from April 2021) was used in approximately 50% of lessons. This has increased in 2021-22 to approximately 75% of lessons. While this suggests increased consistency, we have not yet achieved our goal of almost all lessons using our learning structure.

*Pupils have a greater understanding of 'the science of learning' and are benefiting from our use of retrieval practice in class.

*Some learners are applying knowledge about how we learn to support their independent learning.

*Greater opportunities for pupil voice and enhanced pupil leadership opportunities through pupil engagement in new school vision consultation, Open Doors surveys and focus groups, and Pupil Parliament. 74% of pupils now agree or strongly agree that the school listens to and takes account of their views, an increase of 10%.

*Our new website provides a common platform for course information and advice on how parents can support their child in curriculum areas.

Next Steps

*Continue to improve the consistency and quality of learning and teaching for young people with room for autonomy and creativity for staff. The following activities will

support this: strive for consistent use of our language of learning; re-design of quality assurance and improvement processes, including collaborative creation of a new lesson evaluation toolkit and method for collecting and sharing data; continue to support professional learning that focuses on pedagogy, including use of digital technology to enhance teaching as part of our Inspire Learning focus; individual pedagogical plans; encourage staff to look outwards: School House, SEIC Pedagogy Pioneers etc.

*Build on the success of the introduction of the Pupil Parliament and work towards achieving RRS Silver.

*Continue to improve our new school website in terms of content and accessibility.

Evaluate the following QIs against the six point scale:

Excellent	this aspect of the school's work is outstanding, high quality and sector-leading
Very Good	major strengths, very few areas for improvement
Good	important strengths, yet there remains some aspects which require improvement
Satisfactory	the strengths within this just outweigh the weaknesses, basic provision for learners
Weak	important weaknesses, there may be some strength, the important weaknesses, either individually or collectively, are sufficient to diminish learners' experiences in substantial ways
Unsatisfactory	major weaknesses within which require immediate remedial action

Quality indicator	School self-evaluation	Nursery self-evaluation
1.3 Leadership of change	Good	N/A
2.3 Learning, teaching and assessment (Including digital)	Good	N/A
3.1 Ensuring wellbeing, equity and inclusion	Good	N/A
3.2 Raising attainment and achievement/ Securing children's progress	Very Good	N/A

Our capacity for continuous improvement is: *Good*