

School Improvement Report



Peebles High School 2022-23

Review of Progress 2022-23

Context of the setting

We are a non-denominational comprehensive school providing education for 1378 young people of all abilities from S1 to S6. The percentage of pupils with a Free School Meal (FSM) entitlement is 7%.

We have 9 primary feeder schools:

- Broughton
- Eddleston
- Halyrude
- Kingsland
- Newlands
- Priorsford
- St Ronan's
- Walkerburn
- West Linton

Our building was completed over several phases from 1837. Since 2014, we benefitted from a new sports facility. The last few years have been challenging for the whole of society but our own journey is particularly unique in that we suffered a damaging fire in November 2019. While we have received significant praise for our resilience through unprecedented challenge, we are keen to change the narrative to looking forward with a new school build by 2025.

We have a strong and supportive parent body that has a 2 prong approach to parental involvement:

- Friends of Peebles High School (fundraising body with charitable status)
- Parent Council

VALUES

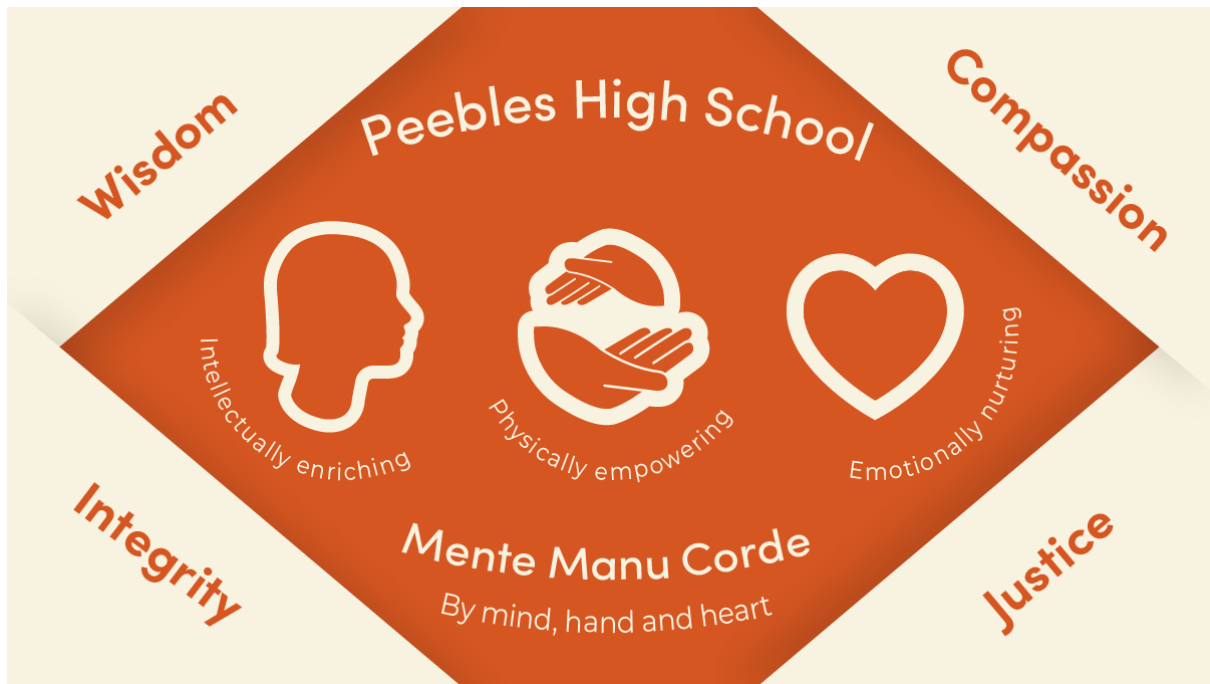
Our values are taken from the mace of the Scottish Parliament:

- **Compassion**
- **Wisdom**
- **Integrity**
- **Justice**

(Can We Improve Our Journey?)

Vision

- Intellectually enriching
- Physically Empowering
- Emotionally Nurturing



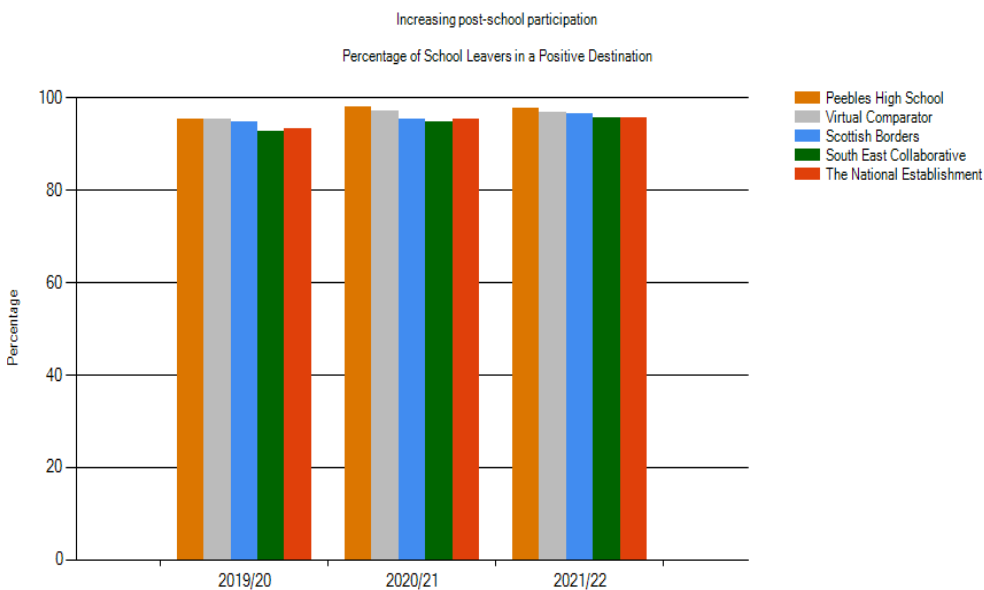
Behaviours

- Be Polite
- Be Prepared
- Be Productive

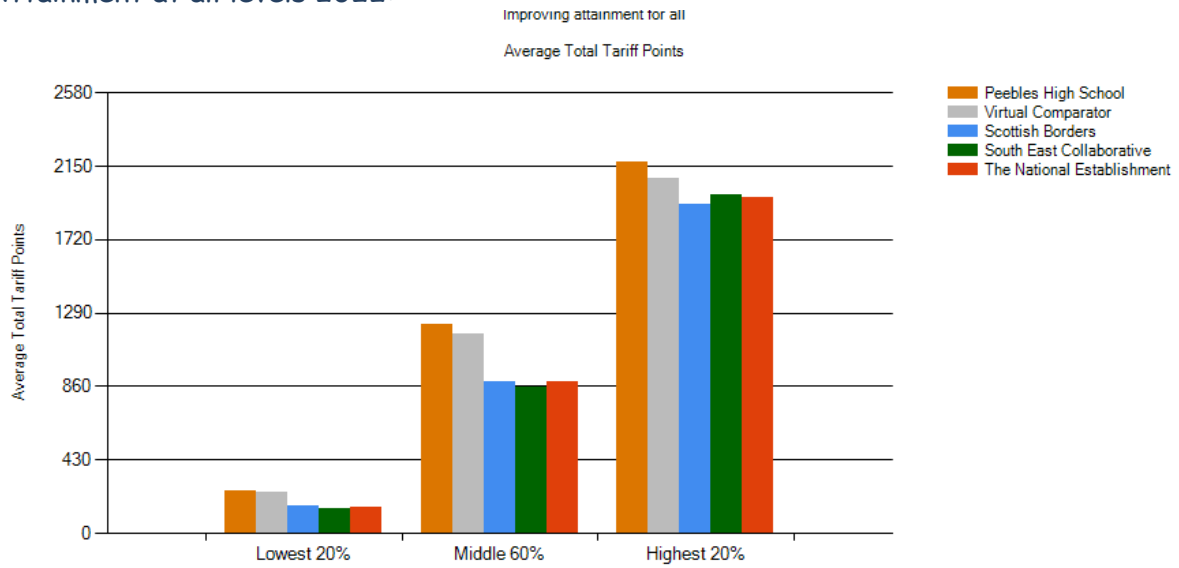
WEBSITE: Peebles High School | Wisdom, Compassion, Justice, Integrity
glowscotland.org.uk

Despite the challenges of recent sessions, our attainment, achievement and positive destinations have continued to improve and are **Very Good:**

Positive destinations: 98%:



Attainment at all levels 2022:



Attendance:

We target 96% attendance and have hit this target twice in the last 5 years. This year attendance was down significantly at 89.41%. Bringing this back to 96% is a priority going forward over the coming sessions.

SBC priority 1: Develop high quality learning, teaching and assessment that leads to improved levels of attainment and achievement for all in our schools and settings.

What improvements have you made this year?

- We have continued to improve the consistency and quality of teaching and learning by further embedding our use of our Peebles High School Learning Structure.
- Co-created a lesson evaluation tool to develop our shared understanding of what high quality teaching and learning looks like and we have continued to adapt as necessary to ensure the tool supports us to address areas for improvement as they emerge.
- Empowered staff to drive forward change and improve pedagogy both through re-establishing a staff Teaching and Learning Working Group, which includes staff from across almost all curricular areas, and by providing quality in-house CLPL opportunities. Our 2022-23 offer introduced 'Spotlight' pedagogy sessions which focus on research informed practice, a re-designed 'Read and Reflect' - our professional reading group which brought staff together through reading and discussing one core text, sharing practice sessions, and a redesigned staff pedagogy newsletter which focuses on key areas for improvement and shares good practice from our context. Our pedagogy newsletters are themed around a different key area for improvement each month which is determined by our self-evaluation work (1. dual coding - a strategy to support appropriate differentiation, 2. feedback, 3. differentiation, 4. questioning, 5. behaviour management). We have included a focus on digital pedagogy in all publications to support continuous improvement of practice in this area. Almost all staff have offered positive evaluation of our approaches, particularly the re-designed newsletter, and plans are in place to capitalise on this next session.
- Created a staff professional learning OneNote which captures our shared understanding of what good teaching and learning looks like, including educational research, signposting areas of strength of PHS staff, and providing a hub for collaboration ready for launch in August. This is already heavily populated with our work over the course of this session.
- Appointed a Principal Teacher of Teaching and Learning to help drive continuous improvement in this area and he is already having an impact in terms of building the collaborative learning culture we need to support continuous improvement.
- Introduced Outlook Calendar as a means of supporting learners with home learning and leading their learning.
- BGE audit complete to assess curriculum coverage of Benchmarks

- We have broadened our curriculum offer by developing courses in Legal & Criminology, and Laboratory Sciences. L & C has proven popular, with two classes created in order to meet the demand, and Laboratory Sciences is a course model benefiting the most academic of pupils who already study the maximum number of sciences, and also less academic pupils who enjoy the practical side of sciences. Practical Electronics would have been perfect for learners looking for a career in the Electrician trade, highlighted as four of the seven people who signed up for it decided to leave school so is good evidence of the Science faculty catering for those looking to go straight into the workplace from school.
- Learner feedback has informed the work of the DYW Staff Working Group to agree our Skills Framework for implementation 2023-24. Plans for the new Skills Framework have been shared with the Pupil Parliament. Views of our business community on the planned Framework have also been gathered. All teaching staff have received training on best practice for embedding skills and links to life and work beyond school in daily teaching and learning and have engaged with Career Management Skills and Career Education Standards. Engagement with the skills agenda was included in the whole school BGE Audit. We reintroduced our careers family learning event, organised in partnership with PHS Parents and DYW Borders, and the S3 Work Placement programme. A successful pathways related programme, involving business partners was developed in conjunction with DYW Borders for senior learners not undertaking formal SQA exams.
- Our DYW staff working group have worked with pupils and the business community to agree our Skills Framework for implementation 2023-24.
- Opportunities for our pupils to develop knowledge and skills and attain qualifications in extra-curricular contexts have been provided through Tweed Reads, STEM Leaders and Industrial Cadets.
- Appointed a PT Student Leadership to drive increase in opportunities for pupils to develop leadership skills and drive forward school improvement.
- We have piloted the use of Showbie as a tool for ongoing parental engagement with a pupils' learning journey and designed a strategy for ongoing parental engagement in their child's education for all learners session 2023-24 as an enhancement to our reporting system. We have created an assessment feedback calendar for session 23-24 to be distributed when Showbie is launched across the school next session; this will ensure parents are supported to engage with our new processes.
- Successfully piloted the use of Showbie as the distribution tool for Seemis reports and piloted its use as a means of acknowledging successes and achievements.

- Explored best practice in tracking and monitoring and implemented initial changes for session 23-24.
- Supported 5 staff to participate in First Steps in Leadership/Next Steps in Leadership professional learning to increase our capacity for self-improvement, 3 of whom focused on planning, tracking and monitoring work at whole school and faculty levels, laying the groundwork for planned improvements in this area.
- Appointed PT Data to develop our tracking and monitoring throughout the whole school.
- Family Learning Calendar piloted with the following events: Voluntary Curriculum Fresher's Fair; Meet-my-Teachers Showcase evening; November Careers Event; Raising Teens session; Alcohol & Drugs in the Local Area; Getting the Most from your iPad at Home & Staying Safe; Cooking together in-school event

What has improved for learners? How do you know?

- Learners are experiencing greater consistency and quality of teaching. Our self-evaluation evidence and evidence from SBC Review visits gives us confidence that overall learning and engagement and the quality of teaching are good.
- The six parts of our structure have given our school community a common language for discussing learning and the language of our structure is used in almost all lessons (previously most).
- Almost all learners report that they are 'happy with the quality of teaching' 'all' or 'some of the time'. We would like to increase the number of young people who are happy with the quality of teaching 'all of the time' further (currently 23%).
- Our Learning Structure is embedded, with it informing the planning and delivery of almost all lessons. As our learning structure is informed by current research on best practice, we know that young people are served well by our use of this approach. The SBC Review team found that "The school's Teaching & Learning Evaluation Tool is helping to ensure that there is a more consistent structure to lessons. In almost all lessons observed, Daily Review was being used as an effective retrieval practice activity, learning intentions and success criteria were well worded and made clear to students, and teachers' explanations and instructions were communicated very clearly." In stakeholder engagements, young people frequently identify our use of Daily Review and the Practice and Prove It elements of our Learning Structure as highly effective in helping them to learn.
- Learners are benefiting from the use of digital technology to enhance teaching and learning. Almost all pupils agree that staff make effective use of digital technology to enhance their learning experience (72% agree and 21% strongly agree). Our self-evaluation evidence confirms progress in this area and this is

supported by the judgements of the SBC Review team who found that, "Digital technology was being used well in most lessons observed. For example, it was being used effectively to support Daily Review, teacher modelling, lesson plenaries, and to make teacher presentations interesting. There has been very good progress in this area."

- The introduction of the Outlook Calendar approach for capturing homework has supported pupils to have an overview of their homework and assessments. There is increased consistency of staff using this method to share homework and assessment dates than was previously the case on Satchel One, but greater consistency is required to fully capitalise on its potential and use of Showbie may be a more appropriate platform.
- Learner Feedback on skills indicate that teachers are using a range of methods to raise skills awareness but diverse terms are being used to describe similar skills/traits. There appears to be a disparity in learner perception of their level of awareness of skills compared to those they could actually identify. A majority rate themselves as "quite confident" in their ability to describe the skills they are developing and how they can apply these in different settings. This reinforces the need to introduce a common skills language across subjects.
- 5 weeks of activities planned, and organisation of over 30 events in school, local community and Edinburgh which engaged a range of businesses and employment sectors. Consistent attendance from young people involved. Confidence-building has led to at least one case of employment with young people and successful college application through planned No One Left Behind sessions
- Four S5 pupils attained Level 6 Leadership Awards linked to their work on developing a reading culture, 6 S5/6 pupils attained Level 6 YSLP awards, and 4 S5/6 pupils took part in the Industrial Cadets programme supported by Evolution, our industry partners. Our learners were provided with experiences where they could apply themselves to solve real-world problems and receive excellent feedback from industry and academic organisations.
- Dare2Lead training provided for Student Parliament representatives (S1-6). The students gave the training 4.87/5. 100% agreed that the training had boosted their confidence with 42% strongly agreeing. 100% agreed that they would recommend the training with 83% strongly agreeing.
- Introduced the Assistant Prefect role (to have 100 Prefects and Assistant Prefects in total), substantially increased levels of applications for Senior Student Council (now 18 pupils in this role) and Head Prefect roles, and 110 applications for faculty ambassador roles.
- Pupils involved in the pilot of Showbie have had the opportunity to start to develop an assessment portfolio that will allow greater reflection on strengths and next

steps, supporting learners to lead their learning. The ability for parents to access and engage with their child's feedback on an ongoing basis allowed greater opportunity for parental support at home. The small-scale nature of our pilot and short timescale has meant that the full benefits of the system being used across all subjects has not yet been experienced by learners. The work done, however, allowed us to establish that Showbie is the right system to implement fully to support improvement in feedback, learners leading learning through reflections on their progress, and parental access to and engagement with information about their child's progress. All staff involved in the pilot recognise the potential for Showbie to offer excellent levels of parental communication and supported the rollout of use of Showbie across all staff and year groups next session. The mean parental rating for communication about their child's learning pre and post involvement in our Showbie Trial moved from 2.65/5 to 3.75/5 for those parents involved. 88% of parents felt that Showbie has the potential to improve PHS's communication regarding pupils' attainment and next steps. Some of their comments include the following:

- "Love being able to see their work and the helpful feedback given by teachers".
- "Offers more information than just a test result."
- "I can see where my child is in their learning."

Next steps?

We will further develop approaches to high quality learning and teaching to ensure consistency across the school, building on our good practice in learning and engagement and quality of teaching, themes which we confidently self-evaluate as good. We will continue to develop effective use of assessment and planning, tracking and monitoring, areas which lead us, on balance, to self-evaluate 2.3 Learning, teaching and assessment (including digital) as satisfactory.

We will do the following:

- Continue to build a collaborative improvement culture through further enhancement of our staff professional learning offer, and by introducing a whole school focus on questioning through enquiry in response to self-evaluation evidence that suggests there is scope for improvement in this area across the school. This provides a useful focus on assessment.
- Continue to develop our use of digital technology to enhance teaching and learning through targeted professional learning, specifically to ensure effective use of accessibility tools, greater opportunities for pupils to develop their digital skills when demonstrating their learning, and effective use of Showbie as a platform for profiling learner progress in attainment and achievement in a way that is accessible to parents, with the learner at the centre of leading this.

- Continue to develop pupil leadership/voice to support pupil skills development and further enhance our capacity for self-improvement.
- Launch our Skills Framework and embed signposting of our meta-skills in our day-to-day teaching. Plan approaches for profiling skills for implementation 2024-25.
- BGE audit will inform integration of T&L approaches to planned Curriculum Rationale Review 2023-24. Work can also be linked to DYW agenda in pushing meta-skills to the forefront of the curriculum.
- Further develop planning, tracking and monitoring arrangements by implementing a newly created and agreed 2023 2024 assessment and reporting calendar (WTA).
- Development of a whole school database for tracking and monitoring of attainment as well as plans for all 4 capacities to be tracked and monitored, supported by a programme of interventions for 2024 2025.
- Engage with the #SBCway improvement sprints to develop literacy and numeracy skills and develop consistency across SBC in our assessment of these measures in BGE.
- New family learning calendar to be put in place to ensure greatest positive impact on families most in need in the Peeblesshire community and can perhaps be aligned with the school's priority focus on behaviour management.

SBC priority 2: Develop inclusive practice with a focus on universal and targeted provision in all schools and settings

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.
- New behaviour policy devised and co-created with a large and representative group of staff consulting representatives from Student Parliament. New policy was 'soft launched' at February 2023 Inset and its implementation reviewed by the staff group in April and May with enhancements, changes and clarifications leading to a full launch of new policy at the start of the new timetable in June 2023.
- All teaching and ANA staff received universal training in Nurture Principle 1 (children's learning is best understood developmentally) and Nurture Principle 6 (transition is important in children's lives).

- We completed the first phase of implementing Equally Safe at School (ESAS). Information was shared with our whole school community. All teaching staff completed the online training, supplemented by our in-school presentation. Two young people focus groups (BGE and senior phase) and a staff focus group were held. All young people completed a survey on safety in school (gender violence specific questions). Staff also completed a survey. Findings were uploaded to the PHS profile on the ESAS website. Data will be used to inform planning for next session.
- Six staff attended two days of Mentors in Violence Prevention training. Our staff team comprises of ten, including those previously trained. Core sessions were delivered to all S5 and S6 and those who volunteered to be MVP ambassadors attended two days of additional training thereafter. S5s were included this year in order to build legacy of support moving forward.
- There is a better understanding of the Equality Act 2010 across our school community. Our first phase of this explored the protected characteristics of gender, gender reassignment and sexual orientation. All teaching staff completed four LGBT Scotland training modules and LGBT champions completed transgender training. We submitted our portfolio for the LGBT Scotland Gold Charter award as evidence of our inclusivity and successfully achieved this award. The PHS Pride young people's group led LGBT PSE lessons. They also acted as the focus group for developments as part of the Charter work and their feedback influenced plans to improve equality and diversity in our school community next session.
- The SBC Review in November 2022 identified bullying as a priority. Young people were surveyed to find out the extent of the issue. 30% of young people said that they had experienced bullying. Of this figure, 22% said that they told someone that they were being bullied and 14% said that telling someone improved the situation.
- A focus group from the Student Parliament was set up and pupil voice led developments. Young people had a perception that nothing was done about bullying. We held monthly assemblies and data from the Bullying and Equalities module was shared with young people. A Parent Council sub-group updated the school Anti-Bullying policy and this will be shared with the school community. The 'Not Alone' function on the school website for reporting bullying incidents was reinstated.
- Information on how to record bullying incidents on the B&E module in SEEMiS was shared with the extended leadership team to improve recording and management of incidents.
- The toilets were identified as an area where young people felt vulnerable to bullying. A new toilet pass QR code system was introduced in order to identify

any young people behaving unacceptably during period times. Duty Heads were asked to check toilets during their duty period. A successful breaktime rota made up of volunteer staff has been implemented following consultation with learners on areas of the school where they feel most vulnerable.

- We introduced House Time as a means of building relationships and communication across the school.
- Improved provision for pupils sitting fewer than 3 exams during Study Leave. Programme put in place for a wide range of DYW experiences during the study leave period.
- The Sunflower (Enhanced Provision) has been extended to include another classroom and a fully resourced sensory room. There are now four teaching areas (including an outdoor learning space) and each area is managed by an ANA.
- The learning experience in the Sunflower class has been developed. A whole scale review of the curriculum was carried out to track Es & Os and milestones. We are developing the sensory and play (schema) curricula and teaching staff are tracking and evaluating how to extend young people's play. Observation sheets and intensive interaction tracking sheets are being used to record what young people are doing and what is happening around them. Learning journals are being used to track, evaluate and report on progress. We have held termly open days for parents to celebrate success.
- Twilight sessions were offered to teaching staff on dyslexia and differentiation was highlighted in the Teaching and Learning Newsletter to set the scene for whole staff training as part of next year's SIP. ANAs completed autism, diabetes, physio target and zones of regulation training.
- Individual Support (IS) passports have been created for young people with SFL needs. IEP paperwork has been reviewed an IEP is in place for young people who require one. IS passports and IEPs included pupil views and parental input.

What has improved for learners? How do you know?

- All teaching and ANA staff are inclusive practitioners and understand their personal responsibility to deliver inclusive and nurturing education as per the SBC Inclusion Framework in order to improve the learning experience of young people. We engaged with SBC's Nurture programme for the session and participated in training in Nurture Principle 1 - children's learning is best understood developmentally and Nurture Principle 6 - transition is important in children's lives. We track health and wellbeing and the average score that young people recorded for themselves for the Nurture indicator across S1-S6 was 8 out of 10. This was consistent in both October and March when the tracker was completed.

- The SBC return visit in March 2023, showed that most young people felt safe in school (+8% since Oct 2022) and we would expect that this figure has increased further given the significant drop in duty calls since the start of the new Timetable in June. The school is more orderly and purposeful. We still have issues with pupils feeling unsafe in toilets and sometimes avoid going as a result.
- 75% of young people say that they have someone in school they can talk to if they are upset or worried about something (an increase of 6%).
- 58% of young people feel that school is helping to make them more confident (an increase of 17%).
- Feedback from the Student Parliament bullying focus group has been positive. Young people say that sharing information about bullying makes them feel safer because they know that action is being taken. Young people like the "you said, we did" approach to this and have offered improvements on how to share the information which have been actioned.
- The average score that young people recorded for themselves for the Safe wellbeing indicator across S1-S6 in the HWB tracker in March was 8.2 out of 10, an increase from 7.7 in October.
- The introduction of House time has helped to improve relationships across the school. S1-S3 were surveyed and on average, 65% said that their House tutor knew them well. 80% said that they enjoyed House time. 91% said they feel safe in House time and 80% of S2 and S3 said that they preferred having House time compared to not having this previously.
- 5 weeks of activities planned, and organisation of over 30 events in school, local community and Edinburgh which engaged a range of businesses and employment sectors for our Senior Phase learners who did not have study leave. Consistent attendance from young people involved.
- Confidence-building has led to at least one case of employment with young people and successful college application through planned No One Left Behind sessions
- The expansion of accommodation in the Enhanced Provision has increased learning opportunities for learners and has meant that young people from the wider school have been able to volunteer to work with learners from the Sunflower class (12 S1/2 and 25 S6 volunteers). This has helped young people feel included in the wider school and helped develop the social skills of young people.
- The curriculum in the Sunflower class is structured and focuses on Es & Os and milestones for complex learners rather than activities. Young people have individual work trays and personal learning plans which are tracked, monitored and reviewed with parental input. Every young person has their own individual literacy and numeracy targets. Passports have been developed for S6 transition.

- IS passports and IEPs have helped to better meet the needs of learners with SfL needs.

Next Steps?

- Behaviour will feature as the key priority for our school in 2023/24.
- Incorporate a plan to improve respect for environment and safe access to clean and working toilets.
- Train all staff in positive behaviour approaches at October Inset with Bill Rogers.
- Feedback from staff focus groups, ESAS data and young people surveys has highlighted that young people show a lack of empathy for others. 59% of young people state that they are treated fairly and with respect by their peers and 66% state that the school helps them to understand respect. We will explore the protected characteristics of race, religion and disability and celebrate diversity through assemblies, staff training, PSE and wider school curricula.
- ESAS action group set up (young people and staff) and action plan agreed. Some staff will complete enhanced training. Gender equality will be embedded in curriculum across the school and relevant policies will be reviewed.
- MVP ambassadors will deliver two core sessions and four additional lessons in S2 PSE and will work with Humanutopia to support S2/S3 sessions and be Heroes to support young people thereafter.
- Further staff training on House Time expectations will take place on the August inset day.
- Managing bullying incidents flow chart to be included in the Behaviour Policy in order to improve consistency of action across staff and improve young people's confidence in believing that action is being taken.
- Appointment of Pastoral Support Assistants to deal with minor pastoral matters and to offer additional support to young people (be another adult they can talk to).
- Appointment of PT Inclusion to lead and manage the wider curricular offer for young people who have barriers to learning, including those on build up timetables. This offer to include a wider range of qualifications within the curriculum to meet the needs of young people.
- Develop the understanding of the Equalities Act 2010 further by focusing on the protected characteristics of race, religion and disability.

- Further staff training on dyslexia, neurodiversity and disability awareness to be offered (including mandatory dyslexia modules).
- Create DYW leadership opportunity within the school who can lead on creation of the programme alongside DYW coordinator
- Aim for better engagement with non-attending pupils in session 2023-24 through coordination with school PEF worker.
- Aim for similar programme of events to be offered over prelim diet as well as SQA exam diet in coming session.

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 remain 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	Satisfactory	N/A
2.3 Learning, teaching and assessment (Including digital)	Good/Satisfactory	N/A
3.1 Ensuring wellbeing, equity and inclusion	Satisfactory	N/A
3.2 Raising attainment and achievement/ Securing children's progress	Very Good	N/A

Our capacity for continuous improvement is: *Good*