



# **School Improvement Plan**

## **2024-25**

### **Peebles High School**



# INTRODUCTION - School Improvement Planning 2024/25

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This document outlines our identified priorities for Session 2024/25, 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 2023/24. For more information on our performance, see our School Improvement Report 2023/24.

## Self-Evaluation Summary

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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?

<b>Strengths 2023-24</b>
<p>HMI Area for Improvement 1</p> <ul style="list-style-type: none"><li>• BGE Planning sheets</li><li>• Lesson Evaluation Toolkit</li><li>• Self and pupil evaluation</li><li>• Curriculum Pathways</li><li>• S6 Curriculum</li></ul> <p>HMI Area for Improvement 2 -Meeting Learners' Needs</p> <ul style="list-style-type: none"><li>• Behaviour Policy</li><li>• Connect</li><li>• Ready to Learn plans</li><li>• Whole School Tracking</li><li>• SfL referrals</li></ul>

### HMI Area for Improvement 3 - Leadership

- Communication Policy
- Leadership Framework
- School environment and supervised study for S5 and S6
- Improvement in Literacy and Numeracy Outcomes
- Whole School Tracking
- Quality Assurance Calendar
- INSETs
- Senior Phase Expectations Policy

	<p align="center"><b>Clarify Canvases and Rapid Action Plans</b>  <b>Short Term - Focus Term 1 August to October</b>  <b>Medium Term - Focus Term 2 October to December</b>  <b>Long Term - Focus Term 3 January to March</b></p>
<b>Learning, teaching and assessment assessment</b> (incl. pedagogy, pathways and digital)	<p><b>SIP focus - BGE Planning</b>  Learning Visits with Lesson Evaluation Toolkit</p>
<b>Inclusion</b> (incl. nurturing practice, promotion of wellbeing and universal / targeted supports for all learners)	<p>Ready to Learn Plans incl Dyslexia and Autism  Whole School Tracking  Connect (Inclusion Service)</p>
<b>Leadership and Attainment</b>	<p>Leadership Framework incl Pupil Leadership  Whole School Tracking and Attainment Reviews</p>

# Priority 1: Learning, teaching and assessment (incl. pedagogy, pathways and digital)

QI	NIF Priority	SBC Framework	Intended outcome:		
2.3	Improvement in attainment, particularly in literacy and numeracy.	Develop high quality learning, teaching and assessment that leads to improved levels of attainment and achievement for all in our schools and settings.	<p><b>Deliver HMI Area for Improvement 1</b></p> <p>Senior leaders and staff need to improve the planning of learning, teaching and assessment in the Broad General Education. They need to develop approaches to ensure that all young people make appropriate progress in their learning.</p>		
Process			Progress Tracker		
		Strategic lead and key people	Timescale (Date)	Measures of Success (What is the impact of the improvements for learners?)	Review Date
1	What we are going to do? SIP focus - BGE Planning	Sarah McDowell and Sarah Wilson	Focus Terms 1-3 August to October October to December January to March	See Clarify Canvas and Rapid Action Plan for each focus term	October
	December				
	Why we need to do it? So that pupils will say:-				March

	'I know what level I am working at, I know how to improve, my work is the correct level, my teachers know me as a learner'				
2	What we are going to do? Learning Visits based on Lesson Evaluation Toolkit	Sarah McDowell and Sarah Wilson	Focus Terms 1-3 August to October October to December January to March	See Clarify Canvas and Rapid Action Plan for each focus term	October
	December				
	Why we need to do it? Provide consistent learning experiences of the highest quality				March

## Priority 2: Inclusion (incl. nurturing practice, promotion of wellbeing and universal / targeted supports for all learners)

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QI	NIF Priority	SBC Framework	Intended outcome:
3.1	Closing the attainment gap between the most and least disadvantaged children.	Develop inclusive practice with a focus on universal and targeted provision in all	<p><b>Deliver HMI Area for Improvement 2</b></p> <p>Staff should develop a clear understanding of how to identify and respond to all young people's individual learning needs.</p>

	Improvement in children's and young people's health and wellbeing.	schools and settings			
<b>Process</b>				<b>Progress Tracker</b>	
		<b>Strategic lead and key people</b>	<b>Timescale (Date)</b>	<b>Measures of Success (What is the impact of the improvements for learners?)</b>	<b>Date Reviewed</b>
<b>1</b>	What we are going to do. Use Whole School Tracking to share Ready to Learn Plans and other info to support individual young people and other incl Dyslexia and Autism	Donna Moretta	Focus Terms 1-3 August to October October to December January to March	See Clarify Canvas and Rapid Action Plan for each focus term	October
	Why we need to do it. Consistent and clear advice on how to best meet the needs of pupils with clear evaluation on how it is working				December
					March
<b>2</b>	What we are going to do. Set up Connect Inclusion Service with partners	Donna Moretta and Sarah O'Neill	Focus Terms 1-3 August to October October to December January to March	See Clarify Canvas and Rapid Action Plan for each focus term	October
	Why we need to do it.				December
					March

	To ensure our pupils most at risk are included and achieve.				
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## Priority 3: Leadership

QI	NIF Priority	SBC Framework	<b>Intended outcome:</b> <b><u>Deliver HMI Area for Improvement 3</u></b>			
1.3	Improvement in attainment, particularly in literacy and numeracy.	Develop high quality learning, teaching and assessment that leads to improved levels of attainment and achievement for all in our schools and settings	The strategic leadership of the school requires improvement. Senior leaders should monitor and evaluate the work of the school more effectively to identify priorities for improvement. They then need to evaluate how well these priorities are making a difference to improving outcomes for young people. This is especially important for the safeguarding of and raising the attainment and achievement of all learners.			
<b>Process</b>			<b>Progress Tracker</b>			
		<b>Strategic lead and key people</b>	<b>Timescale (Date)</b>	<b>Measures of Success (What is the impact of the improvements for learners?)</b>		<b>Date Reviewed</b>



1	What we are going to do. Create a visible and accessible leadership framework:- <ul style="list-style-type: none"> <li>to show who leads what and what they do</li> <li>based on the principles of communication, empowerment and accountability</li> </ul>	Kevin Ryalls	Focus Terms 1-3 August to October October to December January to March	See Clarify Canvas and Rapid Action Plan for each focus term	October
	Why we need to do it. To improve leadership and improve outcomes for young people				December
					March

Ongoing Improvements 2023-24				
Process			Progress Tracker	
	Improvement	Strategic lead	Measures of Success	Expected completion date
1	Whole School Tracking	Jeremy Lee	See Clarify Canvases and Rapid Action Plans	Focus Terms 1-3
2	Curricular Pathways	Alastair Reid	See Clarify Canvases and Rapid Action Plans	Focus Terms 1-3

<b>3</b>	Showbie	Kevin Ryalls/Parent Council	Parent Council meetings	Focus Terms 1-3
<b>4</b>	Pupil Leadership	James McMordie	See Clarify Canvases and Rapid Action Plans	Focus Terms 1-3
<b>5</b>	Wider Achievement	Lynsey Walker	See Clarify Canvases and Rapid Action Plans	Focus Terms 1-3