



School Improvement Plan

2021-22

Peebles High School



INTRODUCTION - School Improvement Planning 2021/22

This document outlines our identified priorities for Session 2021/22 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

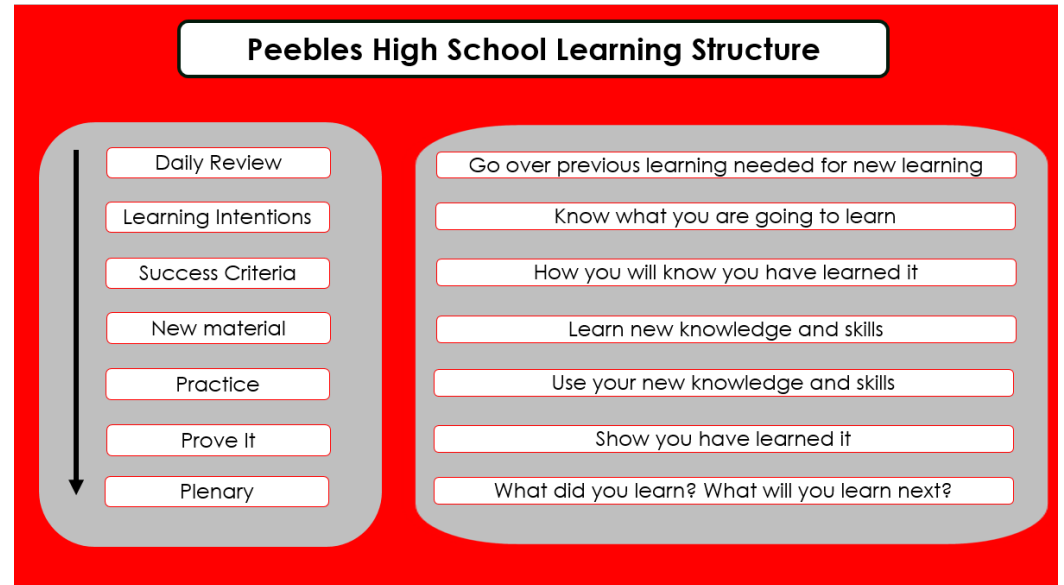
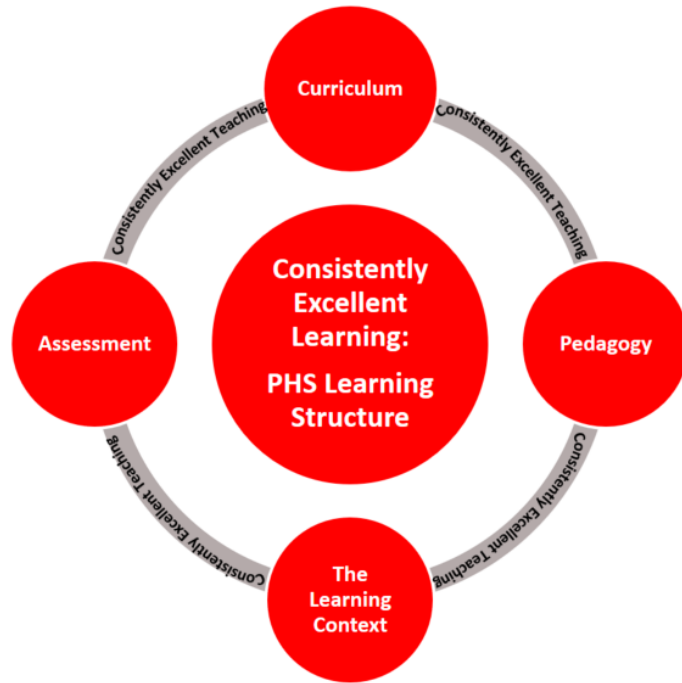
- Details can be found in the School Improvement Report 2020-21

Areas for Improvement 2021-22

	Short Term	Medium Term	Long Term
Continuous Improvement to Learning, Teaching and Assessment	Develop a shared understanding with all stakeholders. Develop quality improvement practices.	Develop a collaborative professional learning culture.	Develop opportunities for parental engagement within faculties to support learning at home.
Ensuring Wellbeing, Equality and Inclusion	Shared understanding of the wellbeing indicators and responsibilities associated with this. Delivering inclusive and nurturing education. Embedding nurturing approached and principles.	Developing, sharing and implementing the PHS Learning Context	Implementing structures which support the PHS Learning Context and engaging all stakeholders in this process

Peebles High School Teaching and Learning Framework

Peebles High School Teaching and Learning Framework



Priority 1: Continuous Improvement to Learning, Teaching and Assessment

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	We will see improved consistency and quality of teaching and learning through a shared understanding with all stakeholders, robust quality improvement practices, a collaborative professional learning culture and increased opportunities for parental engagement within faculties to support learning at home.		
Process			Progress Tracker		
		Strategic lead and key people	Timescale (Date)	Measures of Success	Review Date
1	What we are going to do? Continue to improve the consistency and quality of teaching and learning through further developing our shared understanding of what we mean by high quality teaching and learning with all stakeholders. We will do this through high quality professional learning on all aspects of the Peebles High School Learning Structure and ongoing Instructional Coaching.	JN / KC ELT All Teaching Staff	Aug - June	Teaching staff will use the Learning Structure in almost all lessons. Teaching staff will develop a shared understanding of all aspects of the Learning Structure and apply them consistently. Young people will be supported to apply the Learning Structure to their own learning. Parents will be supported in how to apply the Learning Structure at home to improve learning.	Weekly review

	<p>Why we need to do it?</p> <p>We understand that delivering the highest quality teaching and learning experiences will support our young people to recover their learning.</p> <p>Using our self-evaluation for self-improvement evidence we know that our teaching and learning has improved significantly over the last 2-3 years. However, we know that we do not yet have a shared understanding of all aspects of the Learning Structure and it is used in approximately 50% of lessons.</p>				
2	<p>What we are going to do?</p> <p>Continue to improve the consistency and quality of teaching and learning through further developing our quality improvement practices. We will develop a shared understanding of improvement science to increase our confidence in using self-evaluation for self-improvement at all levels. We will better understand how to triangulate evidence from all stakeholders to evaluate quality. To support direct observation we will introduce a digital alternative for our Open Doors programme.</p>	<p>JN / KC ELT All Teaching Staff</p>	<p>Aug-June</p>	<p>Faculties will engage in a termly collaborative professional enquiry focused on an element of the Peebles High School Learning Structure.</p> <p>Open Doors, whether they are face-to-face or a digital alternative, will support faculties to identify their key strengths and areas for development.</p> <p>The voice of all stakeholders and in particular the voice of young people will be more</p>	<p>Termly review</p>

	<p>Why we need to do it?</p> <p>We understand that improving our leadership of change will support our young people to recover their learning.</p> <p>At all levels across the school our approaches to quality improvement needs to be more consistent. A whole-school approach that focuses on teaching and learning and reflects our best practice will lead to improvements for young people.</p>			<p>prevalent in evaluating quality across all areas of the school.</p>	
3	<p>What we are going to do?</p> <p>Continue to improve the consistency and quality of teaching and learning through further developing our collaborative professional learning culture and collegiate working.</p> <p>A Professional Learning - Sharing Practice programme will support all teaching staff to continuously reflect on and improve their teaching. This will be further supported by the creation of an online professional learning space.</p> <p>A weekly teaching and learning newsletter will support professional learning and a termly Sway will celebrate success.</p> <p>We will continue to enrich and support the development of our practice through the Inspire programme.</p>	<p>JN / KC ELT All Teaching Staff</p>	<p>Aug-June</p>	<p>Continuous improvement around our Peebles High School Teaching and Learning Framework will be the core focus of all departmental meetings, after school meetings, extended leadership meetings and in-service days.</p> <p>Faculties will use their collegiate time to engage in ongoing professional learning aligned to their identified area for improvement from the Learning Structure.</p> <p>Teaching staff will share their practice across the school and will engage in career long professional learning.</p>	<p>Weekly review</p>

	<p>Why we need to do it?</p> <p>We understand that improving our teaching and learning and leadership of learning will support our young people to recover their learning.</p> <p>We know there is good practice across the school; we need to be better at identifying it, sharing it and learning from each other.</p>				
4	<p>What we are going to do?</p> <p>Continue to improve the consistency and quality of teaching and learning through further developing opportunities for parental engagement within faculties to support learning at home.</p> <p>Faculties will develop opportunities to support parents to understand how their child is learning and developing. They will develop further tasks and activities to involve parents in the progression of their child's learning.</p>	JN / KC ELT All Teaching Staff	Aug-June	Parents will better understand how their child is learning and developing and will feel empowered to support their child's learning at home.	Termly review
	<p>Why we need to do it?</p> <p>We understand that through developing family learning our parents' capacity to support teaching and learning at home will help our young people to recover their learning.</p> <p>Currently, only 34% of parents agree or strongly agree that they receive helpful, regular feedback about how my child is learning and developing e.g. informal feedback and reports.</p>				

Priority 2: Ensuring Wellbeing, Equality and Inclusion

QI	NIF Priority	SBC Framework	Intended outcome:			
QI 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. The outcome of making these changes will be that the health and wellbeing of every young person in Peebles High School will be improved. All staff will understand their personal responsibility to deliver an inclusive and nurturing education. Nurturing approaches and principles will be embedded in Peebles High School.			
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 with Phase 2 of SBC's Nurture programme for the session. We will participate in training on Nurture Principle 2 – the learning environment offers a safe place, Nurture Principle 5 – all behaviour is communication and further training selected from the SBC CLPL offer.		DM Nurture SWG	Oct/Feb/ Mar	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. Almost all young people will feel they are treated fairly and with respect by staff.	

	<p>Why we need to do it?</p> <p>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.</p>				
2	<p>What we are going to do?</p> <p>We will further develop our shared understanding of what we mean by the PHS Learning Context. We will do this by revisiting the language of wellbeing and work with staff to have a shared understanding of the importance of the wellbeing indicators and their responsibilities associated with this. We will continue to raise the profile of wellbeing across the school and improve understanding of the importance of wellbeing in raising young people's attainment and achievement. We understand that improving wellbeing will support our young people to recover their learning.</p>	DM/PTs Pastoral	Dec review	<p>Teaching staff and young people will have a shared understanding of the wellbeing indicators.</p> <p>Faculties will demonstrate how the indicators are included within their curriculum.</p> <p>Pastoral staff will be able to track the wellbeing of young people in their cohort and provide or signpost appropriate supports.</p> <p>Teaching staff will be confident in the use of wellbeing indicators to support young people develop an understanding of the importance of wellbeing.</p>	

	<p>Why we need to do it?</p> <p>Improving the wellbeing of young people will help them feel safe and secure. When young people are included, engaged and involved, they attain more and achieve better outcomes.</p>				
3	<p>What we are going to do?</p> <p>We will further develop our shared understanding of what we mean by the PHS Learning Context by continuing to develop positive relationships. We will do this by consistently applying restorative approaches in our interactions with young people.</p>	DM/JL/ Nurture SWG	Nov	<p>Young people will feel they are treated fairly and with respect by staff.</p> <p>There will be fewer duty calls and teaching staff will feel more empowered to deal with incidents by applying restorative approaches to repair relationships with young people.</p> <p>Duty will be used to support restorative conversations rather than as a sanction.</p>	
	<p>Why we need to do it?</p> <p>Using our self-evaluation for self-improvement measures, we have identified restorative approaches as a professional learning need. Improving relationships across the school will support our young people to recover their learning.</p>				

Priority 3: Vision, Core Purpose and Mission Statement

QI	NIF Priority	SBC Framework	Intended outcome:		
QI 1.3	All	All	We will have a redefined, refined and shared vision and mission statement. We will have engaged all stakeholders thoroughly throughout the process.		
Process			Progress Tracker		
		Strategic lead and key people	Timescale (Date)	Measures of Success	Date Reviewed
1	What we are going to do. Redefine, refine, publish and share our new School Vision and Mission Statement	CW/DM	Sept	All stakeholders have engaged fully with the new Vision and Mission Statement and had the opportunity to share their views.	Sept
		CW/DM	Dec	The new Vision will be finalised and published.	Dec
	Why we need to do it. We understand that by sharing a common core purpose centred around our Teaching and Learning Framework , we will be able to better achieve our key aims as a school and recover learning.	CW/DM	Jan	The new vision will be shared locally and beyond.	Jan
	Our last vision was based on a future of the year 2020. The fire has changed the reality and future of our school with a newbuilding promised in 2024.	CW/DM	May	All stakeholders report improvements in our school culture and direction linked to the impact of our shared vision and mission statement.	May
		CW/DM	June	Our School Improvement Plan 2022/2023 is informed and guided by our new vision.	June

Ongoing Improvements 2021-22

Process		Progress Tracker		
Improvement		Strategic lead	Measures of Success	Expected completion date
1	Tutor Time	DM	Liaise with other SBC schools to ascertain the best model of first level guidance in order to continue to build positive relationships and deliver nurturing approaches. Each young person will be known well by a key adult in school.	June 2022
2	Curriculum - Development of a rationale for PHS curriculum that builds beyond the current PHS timetable rationale and looks at how our vision and values are articulated in the provision for all young people.	JL	Working Group report on a draft curriculum rationale for PHS that will form a key document in the 2022/2023 SIP which would involve the review and implementation of this rationale throughout the BGE.	May 2022
3	PEF – Development and implementation of a plan that will target the resources of PEF to identified children. Using cluster resources to develop an approach to improve literacy, numeracy and health and wellbeing.	JL	By Oct 2022 (the financial cycle for PEF) all identified young people should be able to greater articulate the support they have been given to close the gap.	Oct 2022
4	UN Conventions on the Rights of the Child	CW	By the end of the session we will have secured our Bronze award with Rights Respecting Schools and have articulated a plan and a time-frame for securing the gold award	May 2022

