



Record of Validated Self Evaluation

Peebles High School

October 2022

A review team from Scottish Borders Council, including senior officers and a SEIC Associate, visited Peebles High School in October 2022. The review took place over a period of 3 days.

During the review the team talked to young people, members of the senior management and extended management teams, staff and parents and observed young people learning in almost all classes.

The focus of the review were the following quality indicators:

- 1.3 Leadership of Change
- 2.3 Learning, Teaching and Assessment
- 3.1 Ensuring Wellbeing, Equality and Inclusion
- 3.2 Raising Attainment and Achievement

The team found the following strengths and areas of development in the school's work:

1.3 Leadership of Change

Strengths:

- Practitioners have the opportunity to review and refresh their pedagogical practice.

Next Steps

- The vision, values and aims statement, which was developed, is not yet informing the work of the school. This should be revisited involving all stakeholders.
- A shared sense of purpose is required to secure important improvements in the school. This will support all stakeholders to have a meaningful sense of ownership and help to secure collaborative commitment to shared goals, which will benefit all young people in the school.
- Moving forward, senior staff now need to empower parents, pupils and partners in making key decisions about the specific aspects of the school which require to be improved.
- Agreed targets and the success in overtaking them should be regularly communicated to the wider parent body and to all staff.
- There should be open and straightforward discussions to make sure all of the community have their voices heard. The identified areas for improvement should be refined into targets and all stakeholders should know what the targets for improvement are. Progress should be communicated regularly across the learning community.



2.3 Learning, Teaching and Assessment

Strengths:

- The Learning Structure is supporting staff to improve their pedagogical practice and this is being used consistently in almost all lessons.
- In the best practice observed, lessons are well planned and learning is delivered through a range of engaging contexts, including digital technology.
- Learning intentions and success criteria are shared in almost all lessons observed and explanations and instructions are clear.
- The majority of young people are engaged in their learning and there are positive relationships between young people and adults.

Next Steps

- Further develop approaches to high quality learning and teaching including the use of digital technology, to ensure consistency across the school with a focus on differentiation to ensure pace and challenge and higher order thinking skills for all young people.
- In most lessons, learning is often based around a direct task led by the teacher. Young people were often too passive in their learning and not directly involved in leading their learning.
- Provide and plan for greater opportunities for young people to lead their own learning
- Consistent use of feedback and assessment strategies which informs young people of their progress and next steps in learning within the BGE.
- Tracking and monitoring of progress in the BGE is not fully developed across the school to ensure a strategic overview of attainment.
- The learning experience in the Sunflower provision should be developed to ensure the needs of all children are being met fully with access to their full CfE entitlement.

3.1 Ensuring Wellbeing, Equality and Inclusion

Strengths:

- Positive relationships are evident in almost all classrooms between pupils and staff.
- The Store is developing its approaches to nurture and provides a secure learning environment for identified young people based on assessment of need.
- A system is in place to track wellbeing indicators.

Next Steps

- The Sunflower provision should be extended to include an additional learning space and safe access to outdoor play.
- A large number of young people report they do not feel safe in school, this requires immediate action.
- Young people report they do not feel that bullying is dealt with effectively, this needs to be addressed at whole school level.
- Pupil voice should be developed to ensure all young people are effective contributors to school improvement.



(Next steps continued)

- A multi stakeholder review of the Positive Relationships policy should be undertaken as a priority, a focus on relational approaches should underpin this revised policy.
- All staff should engage in professional learning to ensure there is a shared understanding on meeting learners' needs. E.g. Dyslexia, ASD.
- Overall senior leaders have a good understanding of the principles of GIRFEC and the importance of wellbeing for a young person's attainment and achievement. Staff should now takes steps to ensure that children on build-up time tables are engaged in regular reviews of progress and learning. Young people with additional and complex needs should have plans in place to ensure their needs are being met fully and ensuring that their progress is being monitored and evaluated at regular intervals. These should be developed in partnership with parents and other agencies where appropriate.

3.2 Raising Attainment and Achievement

Strengths:

- Attainment levels at SCQF Levels 5-7 continue to improve over time and are above the local, national and virtual comparators, especially from 2019 attainment
- Learners make very good progress from priori levels of attainment in literacy and numeracy
- Increase in positive destinations in 2022 to 98 .1%
- Breadth and depth of senior phase curriculum is positive over time for 5+ qualifications
- Staff show commitment to helping young people secure positive outcomes and in many curricular areas, staff support young people beyond the classroom. Young people value the additional support that is available to them.

Next Steps

- The school should explore a wider range of qualifications and pathways from SCQF 1-6 within the curriculum which meets the needs of all pupils.
- Continue to evaluate and review the tracking and monitoring system so that it measures impact, interventions and captures wider achievement including participation of all young people.
- Continue to look for opportunities for wider achievement accreditation including those young people in the Sunflower provision.

What happens next?

The Improvement team will monitor the progress of planned improvements. Members of the review team will return after 3 months to review progress.