Peebles High School - Improvement Summary

**February 2023**

All schools are required to undertake self-evaluation and develop an annual School Improvement Plan (SIP). In addition to this routine process, a review team from Scottish Borders Council visited the school in October 2022 to support preparation for a potentially imminent inspection by His Majesty’s Inspectorate for Education (HMIE). During the review, the team talked to young people, staff and parents as well as observing young people learning in class across all faculties. This document provides a summary of the key improvement activities identified through these processes.

**Leadership of Change**

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| **Identified Areas for Development** | **Planned Actions** | **Measurement / Expected Impact** |
| **Review**: The vision, values and aims statement, which was developed, is not yet informing the work of the school and should be revisited involving all stakeholders. | * Acceleration of SIP with efforts to make process as inclusive as possible * Evidence gathered through focus groups with staff and learners and series of online parent engagement sessions. | * Three strands of vision articulated by stakeholders and published through Newsletters |
| **Review**: 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. | * Will be overtaken by the above and by the review of Positive Relationships Policy | * HMIe Survey data * Focus group anecdotal feedback |
| **Review**: Moving forward, senior staff now need to empower parents, learners and partners in making key decisions about the specific aspects of the school which require to be improved. | * Question of the week. * Invitation to Student Parliament/ close liaison with James McMordie/CW | * TBC |
| **Review**: Agreed targets and the success in overtaking them should be regularly communicated to the wider parent body and to all staff. | * Newsletter communicated to parents. Consider various platforms, not just website. * Finalise communication protocol for staff. | * HMIe survey data |
| **Review**: 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. | * Presentation of review findings at November Parent Council meeting. * Newsletter communicated to parents. Review of who target audience is, should include partners feedback. * Have a clear process on how to take progress forward and communicate this. | * HMIe survey data on Communication is effective at all levels |

**Teaching and Learning**

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| **Identified Areas for Development** | **Planned Actions** | **Measurement / Expected Impact** |
| **SIP**: We are not yet consistently using the shared language that the co-creation of our learning structure established and our ambition of ensuring consistency of teaching and learning through has not yet been achieved. | * Display PHS Learning Structure in all classrooms across the school * Design infographic symbols to ensure our use of our structure is inclusive * Develop learner and parent knowledge and understanding of our Learning Structure through assemblies and website | * New resources developed/implemented * Staff and learners feel better supported to use learning structure (including Support for Learning and Sunflower) * Learners and parents report increased awareness of learning structure and increased satisfaction with quality of teaching * Improved outcomes for learners |
| **SIP**: More could be gained from our Teaching & Learning Newsletter if structured to make it likely that staff have common reading experiences to discuss and work together to plan improvement and sharing of practice will support teaching staff to make progress with pedagogy. | * Embed use of learning structure and pedagogy through development of a pedagogy toolkit * Offer high quality CLPL (both mandatory and optional sharing practice), including input from APSL and Inspire Lead * Adapt staff Teaching & Learning Newsletter format and timing to better support collaboration * Inspire training and digital teaching and learning coaching for all NQTs and staff new to SBC * Digital instructional coaching available to all staff with identified need as part of PRD/pedagogical plan. | * Wakelet developed into a pedagogy toolkit and used to support reflection and planning * CLPL calendar in place * Staff report in house CLPL and Inspire training has taken forward their practice * Staff report increased confidence in use of digital technology to support effective teaching and learning and use of technology is consistently identified as a strength in classroom observations * Increased staff positive response to quality of teaching in the school (HMIE) * Learners report positive impact of use of digital technology in their learning experience * Evidence of improved consistency and quality of teaching and learning in self-evaluation |
| **SIP**: Self-evaluation evidence has identified weaknesses in our approaches to empowering quality improvement practices and therefore a revision of this strategy, the observation tool used to support it and wider quality improvement processes are required to ensure we create a climate in which we are enthused about continuously improving our teaching, and feel supported and challenged to do so. | * Co-create a lesson evaluation tool to support self-evaluation in relation to our PHS Learning Structure * Design quality improvement practices that support teacher improvement * In-house supports for PRD | * Lesson evaluation tool created and used in day-to-day practice * More regular and structured self-evaluation of practice against understanding of what makes great teaching * Coaching conversations look at what went well, areas for improvement and what now * Staff report feeling supported to engage with GTCS Standards * Whole-school overview of professional learning needs captured * Line managers report improved focus on professional learning in PLPs * Support teacher development and build positivity about our teaching and learning improvements * Create conditions for continuous improvement and culture of collaborate professional learning |
| **Review**: 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 | * Sharing of feedback from the review to support individual and faculty level reflection on strengths and areas for improvement. * *Improve in-house professional learning offer to address key areas for improvement (Re-design and re-launch T&L newsletter and sharing practice sessions to address key issues e.g. differentiation, use of ICT to enhance T&L, cognitive load, plenaries)* * HM’s Professional Enquiry on differentiation to be shared with all staff. * Further develop T&L framework to formalise and write up pedagogy section of framework this year, to support the Learning Structure section already completed. * Ensure new staff are supported to engage with PHS T&L framework. * PTs supported by DHT T&L to deliver their FIP/FIPs to be adapted as necessary to reflect relevant review feedback * See details re differentiation twilights under Leadership of Change * Accessibility tools Digital Mentors program * 5 minute planning tool to be developed, with appropriate exemplification | * PT and peer observations and observation tracker * Open doors * Strengths and Areas for Improvement shared spreadsheet * Engagement data and staff feedback from our various sharing practice offers |
| **Review**: 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. | * Professional learning offer on direct interactive instruction to add value to teacher-led parts of the lesson. * Professional learning offer on using plenaries to support learners to evaluate progress and plan next steps. * Professional learning on how choice can be built into lessons, particular in relation to demonstration of learning using digital technology. | * PT and peer observations and observation tracker * Open doors * Strengths and Areas for Improvement shared spreadsheet * Engagement data and staff feedback from our various sharing practice offers |
| **Review**: 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. | * Whole-scale review of curriculum to track Experiences & Outcomes * Focus on milestones | * Plans documented and shared * Parental feedback * Tracking & Monitoring procedures implemented and shared |

**Ensuring Wellbeing, Equality and Inclusion**

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| **Identified Areas for Development** | **Planned Actions** | **Measurement / Expected Impact** |
| **SIP**: The majority of young people feel comfortable approaching staff with questions or suggestions and most feel that staff treat them fairly and with respect but we would like  this to be almost all young people. | * Further develop our shared understanding of what we mean by the PHS Learning Context. * Fully engaging in Phase 3 of SBC’s Nurture programme with training on Nurture Principle 1 – children’s learning is best understood developmentally and Nurture Principle 6 – transition is important in children’s lives. | * 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. * Shared understanding of the PHS Learning Context and how this is an integral part of the Teaching and Learning Framework. |
| **SIP:** In 2021/22, 11% of young people stated that they felt  unsafe in school. When young people are included, engaged and involved, they will attain and achieve better  outcomes. The previous success of the Mentors in Violence Prevention (MVP) programme was interrupted by the pandemic. | * Continually building and reinforcing messages that challenge violence and promote gender equality:   + Evident across the curriculum   + Evident in every day interactions between staff and young people   + Evident in policies and procedures   + Evident in the culture and ethos of our school community | * All staff will support whole school approaches through the curriculum, through everyday interactions with young people and in the ways that they respond if they encounter issues relating to gender-based violence or if a young person discloses something to them. * Through training and materials, staff understanding of gender-based violence will improve. Staff will tackle gender stereotypes and gendered power imbalances. * Young people will feel safe in school (data from surveys and wellbeing tracker). * There will be a shared, consistent approach to gender-based violence. |
| **SIP**: Using our self-evaluation for self-improvement measures, we identified training in how to support transgender young people as a professional learning priority | * Continuing our journey to lesbian, gay, bisexual and transgender inclusion by working towards the LGBT Youth Scotland Gold Charter Award | * All teaching staff will attend a workshop and complete four LGBT Scotland training modules and will feel confident in their responsibility to support LGBTQ+ young people. * LGBTQ+ young people will feel more included in PHS (data from surveys and wellbeing tracker). * PHS Respect policy will be updated and shared. * Resources used across the school will be LGBT inclusive. * LGBT Scotland Gold Charter award achieved. |
| **Review**: The Sunflower provision should be extended to include an additional learning space and safe access to outdoor play. | * Identify appropriate accommodation and liaise with SBC. Recommendation from SBC is to stick with CDT staff base. | * Additional teaching space created and utilised. |
| **Review**: A large number of young people report they do not feel safe in school, this requires immediate action. | * Toilet cubicles refurbished. * Behaviour policy, see below. | * Survey data |
| **Review**: Young people report they do not feel that bullying is dealt with effectively, this needs to be addressed at whole school level. | * Assemblies held on bullying * Reinstated ‘not alone’ function on website for reporting bullying. * Drill down survey on bullying/parents updating respect policy/student parliament also working on this. * Bullying and equalities shared with ELT | * Survey data * Updated policy shared and understood by whole school community |
| **Review**: Pupil voice should be developed to ensure all young people are effective contributors to school improvement. | * Redefine how Student Parliament’s voice influences and directs school improvement and changes for young people. * Provide training in leadership for pupils through the Dare to Lead program. * Introduce survey or question of the week. * Provide feedback to pupils on improvements in ‘You said/We did’ format via Pupil Bulletin. | * Survey data (May 2023) |
| **Review**: 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. | * SWG looking at policies from other schools * Whole day meeting during study leave with SWG * Write policy and seek feedback from partners & QIO * Launch policy (involve staff and pupils from SWG in delivery of launch Assemblies) | * Survey data (May 2023) |
| **Review**: All staff should engage in professional learning to ensure there is a shared understanding on meeting learners’ needs. E.g. Dyslexia, ASD. | * Twilight sessions to be offered to teaching staff * ANAs to do autism, physio target training, zones of regulation. | * Increased professional learning of staff, young people feel more included and better understood, and increased staff confidence in meeting learners’ needs. |
| **Review**: 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. | * Recorded at SSG to track and monitor. * Pastoral staff to review and update. | * Overview of timetables, regular reviews so progress in learning is tracked and monitored |
| **Review**: 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. | * Develop EP IEPs (skills based) * EP planner (5/6 wks) containing Es &Os and milestones. Use this to T&M. * Evaluations to inform plans. * Plans for sensory learners including intensive interaction. * Individual literacy and numeracy targets. * Passports for S6 transition. | * IEPs * Parental feedback |

**Curriculum, Raising Attainment and Achievement**

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| **Identified Areas for Development** | **Planned Actions** | **Measurement / Expected Impact** |
| **SIP**: It has been over 10 years since PHS had a whole school review of its curriculum rationale. Teacher feedback indicates we should be pulling together and working collegiately at achieving our goals. | * Audit of current BGE provision * Introduce family learning programme * Fresher’s Fair * Introduce voluntary charter for partners | * Agreed curriculum rationale and skills framework. * Achieved Rights respecting Schools Silver Award * Plan in place for improvements to BGE curriculum in 2023/24 |
| **Review**: The school should explore a wider range of qualifications and pathways from SCQF 1-6 within the curriculum which meets the needs of all learners. | * Increased curriculum offer * Alternative Pathways to be articulated at choice evenings in January and February | * Track trends and movements in curriculum * Increased awareness of non-traditional qualifications and wider curriculum offer |
| **Review**: Continue to look for opportunities for wider achievement accreditation including young people in the Sunflower provision. | * Leadership award introduced as N5 safety net * Volunteering skills award | * Safety net for most learners to achieve a level 5 award |

**Assessment and Communication**

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| **Identified Areas for Development** | **Planned Actions** | **Measurement / Expected Impact** |
| **SIP**: Staff and Parent HMIe surveys highlight Parental Engagement as an area of limited improvement and  significant dissatisfaction in our community. | * Pilot new approaches to engaging with parents, with particular emphasis on maximising use of effective digital solutions (Showbie/MSForms) on the progress and next steps of young people’s learning, attainment and achievement. * Invite all Parents to a showcase/ meet the teacher evening to re-engage parents who have felt detached from the school due to Covid restrictions. * Deliver a blend of online and face to face Parents’ Evenings to settle on our community’s preferred approach going forward * All faculties to consider their own approaches to improving Parental Engagement and include in their FIP * Devise and publish a new framework for Parental Engagement and Communication * Help to reinforce the language of our PHS Learning Structure in our reporting of progress and next steps for learning. | * Parents, staff and young people respond more positively to surveys on the efficacy of reporting, communication and understanding of next steps in learning leading to higher attainment for all young people. * Parents feel welcome and engaged in the life of the school again post Covid. * Parents feel their views are being listened to and that engagement with teachers is supporting their child’s learning * Parents receive improved information to support learning from every area of the curriculum * Our whole school community understand and support our approach to Parental engagement and reflect this when surveyed * Our Learning Structure supports Learning in school and at home |
| **Review**: 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. | * *Tracking & Monitoring working group to come up with proposal on what reporting will look like* * Departmental level T&M professional enquiry * *Pilots on how Showbie is being used* * Showbie to be used to capture profiling information * Young people to know which CfE level they are at * Spreadsheet fed into Pastoral wellbeing tracker * *Data on young people in clubs* | * Parental survey showing increased satisfaction * Classroom observations |
| **Review**: Consistent use of feedback and assessment strategies which inform young people of their progress and next steps in learning within the BGE. | * PTs support staff to evaluate practice in relation use of AifL strategies and improve practice where appropriate. * Professional learning materials on AifL strategies to improve assessment and feedback within lessons available. * *Pilot the use of Showbie and develop plan for use of Showbie more widely to support learner understanding of progress and next steps.* | * PT and peer observations and observation tracker * Open doors * Strengths and Areas for Improvement shared spreadsheet * Engagement data and staff feedback from our various sharing practice offers * Learner, parent and staff evaluation of Showbie pilot (Survey, observation, engagement data) |
| **Review**: Tracking and monitoring of progress in the BGE is not fully developed across the school to ensure a strategic overview of attainment. | * *See above - Showbie* * *Pilots within PE and Social Subjects faculties to be shared more widely to support improvement across the school* * Develop proposal for an integrated tracking system that allows access to records at subject level and strategic plan for monitoring attainment in the BGE. | * Staff and learner feedback from PE and Social Subject teams * ELT |

**What happens next?**

A follow up visit takes place in March 2023 which will provide an updated evaluation of the school to further support improvement activities. The annual school improvement planning cycle will include this feedback along with input from parents, staff and learners to develop the School Improvement Plan for 2023/24.

A School Improvement Report will be published at the end of the academic year to formally report on progress with the planned improvement activities.