



Whole School Priority 1: Build Positive Relationships

NIF Priority:

Improvement in Health and Wellbeing
School Improvement

HGIOS?4 QIs:

- 1.1 Self-evaluation for self-improvement
- 2.4 Personalised Support
- 3.1 Ensuring Wellbeing Equality and Inclusion
- 3.2 Raising Attainment and Achievement

Progress and impact:

Pupil support arrangements positive in light of SFF visit.

Nurture, diversity ethos and relationships addressed through in Service training.

Transfers and exclusions low. The number of transfers/demerits/referrals remains relatively low.

More systematic approaches concerning pupil attendance.

School value definitions displayed around school.

Agreed lesson charter is displayed throughout school and used as basis of lesson observations – pupils have been consulted on this and parents via parental focus groups at parents' evenings.

- Overall ethos related to Global Goals and preparing young people for the future developing four capacities.
- Global Goals being used as a basis for pupil experiences, eg P7 Transition, S1 and S2 optional courses. Most pupils do at least one Global Goals option in S2. This leads towards the S2 Day of Action.

Partnership working through DYW supporting relationships across the whole school community.

Increased knowledge/skills of the Pupil Support Team. All members of the Pupil Support Team have received training on the following:

- Emotional Based School Refusal (Ed Psych).
- Boxall Profiles (Ed Psych + SEBN)
- Zones of Regulation (SEBN)

Increased knowledge/skills of staff. All teaching and support staff have received training on the following:

- Restorative Approaches (CB/AMac)
- LGBT+ (NHS/LGBT+ Youth Scotland)
- Autism Friendly Classrooms (Autism Team).

Breakfast Club implemented through PEF that is universal and offers all learners the opportunity to be ready to learn and achieve their potential.

On-going work to ensure that all pupils continue to receive appropriate Assessment Arrangements from S1 onwards.

The introduction of more House competitions such as the Bake Off.

More pupils with access to reduced/alternative curricular appropriate to their needs.

- Mentors for PEF pupils as another point of contact to support interventions.
- Learner journey focus in UPS. All pupils more aware of progress and next steps through self-reflection process/profiling.
- Guidance hub has been relocated to be at the heart of the school and provide better access opportunities for colleagues. Young people and parents/carers.
- Childs Planning quality assurance developing.
- Wide range of extra-curricular clubs and opportunities available to develop young peoples' wellbeing and encourage participation.
- Activities days developed to allow for wide ranging experiences.
- In school day for Activities embedded to recognise Cost of School Day.
- YPI embedded to develop philanthropic skills and further supported by S2 charities fair.

Interdisciplinary learning opportunities developed across a number of departments and groups of departments

Mental Health Ambassador training completed and wider achievement qualifications available for this.

Relaunch of parent council and positive input from them regarding SIP.

Head Student whole school involvement – encouraging democracy and pupil voice to be heard.

Pupil Senate involved in Wee Sleep Out and winners of MYCA

Leadership input to S6 cohort from John Loughton

Next steps:

Values work to be central at start of year in PSE.

Work to ensure appropriate pace and challenge, pupil voice used more fully in lessons, pupil led learning continues to be developed.

Global goals S1 course to be implemented.

Improve attendance to reflect a value closer to 95%

Attachment theory training.

Learning Trios to be developed.

All Staff to have greater involvement in training and leading PT meetings and staff meetings

The continued implementation of the principles and practices of 'Building Positive Relationships' (5 year plan). During 2019-20 we will focus on the following areas:

- Implementation of Moray Council's new Anti-Bullying Policy (not yet issued) and the SEEMiS Bullying module. The RRSA group will have a key role to play in this.
- Implementation of Moray Council's new Pupil Non-Attendance Policy (not yet issued)

and the principles of Emotional Based School Refusal to improve attendance.

- Increased support for our LGBT+ pupils – we need to keep the momentum going following the recent LGBT+ staff training session.
- Increased support for our ASD pupils – we need to keep the momentum going following the recent Autism Awareness staff training session.
- Increased awareness of Attachment Theory/ACES and the need for a whole school nurturing approach. This will also include further reinforcement of the use of Restorative Approaches and increasing staff’s knowledge of Boxall Profiles.
- Continued focus on mental health and wellbeing. This will include the creation of a ‘pupil drop-in’ facility for pupils struggling with mental health issues (Mental Health Ambassadors + A Walker/C Irving/D Weir) and the introduction of the Mental Health and Wellbeing Award (C Irving).
- Further embedding the use of differentiated material and practices throughout the school to address all pupils’ needs, including and pace and challenge.

In order to help build staff capacity and embed HWB as a RoA, staff will be encouraged to engage in professional reading/research and dialogue. They will also continue to benefit from/be made aware of relevant training opportunities.

Whole School Priority 2: Appropriate Learner Pathways

NIF Priority:

School improvement
Teacher professionalism
Assessment of children’s progress

HGIOS?4 QIs:

1.1 Self-Evaluation for Self-Improvement
1.3 Leadership of Change
2.2 Curriculum
2.7 Partnerships
2.3 Learning, Teaching and Assessment

Progress and impact:

Whole school use of data more robust.

Spreadsheets for all Senior Phase tracking updated and monitored regularly to track presentation levels and attainment.

Implementation of Driving attainment into S5 and S6.

Whole school consultation taken place on curriculum rationale – updated and shared with all.

Positive feedback on curriculum rationale/design from SFF and Education Scotland visit.

Clarity of subject choice improved through teacher carousels and designated times in timetable to discuss.

Work continuing to embed courses/opportunities which are relevant to all young people to achieve a positive sustained destination currently 96.7% of young people in this position at end of previous academic year.

Increased opportunities through National Progression Awards and Skills for Work.

Approval gained for a number of additional SQA courses.

Moderation continues to develop to support Teacher Professional Judgement in achieving levels.

Reporting processes are set to improve into session 19/20 to allow more regular reporting opportunities to parents/carers.

DYW and skills pathways developing through Universal Personal Support.

Skills badges piloted.

Improved literacy and numeracy levels.

Implementation of Rural Skills.

33 period week allowed for implementation of Wider Achievement for all.

33 period week allowed implementation of UPS in BGE

Colleagues more confident of BGE progress through moderation activities.

Pupils, parents and staff have a greater understanding of pathway options:

- Employers contributing to learning and teaching in conjunction with curricular areas/departments.
- Subject choice process. Inclusion of pathways evening and subject choice fair.
- UPS – reflection on learner journey, including understanding of CfE levels achieved.
- DYW opportunities – STEM event for S1, DYW day for S2, sector days for S3, Meaningful May for senior phase.
- Increased knowledge of the CES and CMS – in-service CLPL for all ASG staff. CLPL in relation to work experience for key staff.

Senior phase induction – aspirational start to the year including pathways workshops.

Implementation of paired PT positions in Technical and Computing and Chemistry and Physics.

Teaching staff attendance at SLS conferences on BGE, Literacy, Numeracy and Prepared for Inspection

Next Steps

Improve sharing of information with parents in regards to pupil course choice.

Subject choice and timetable opportunities to be developed in Working Groups.

Develop new reporting pattern to improve information to families.

Increase percentage of young people to 100% in positive sustained destinations.

Introduction of Professional Learning Networks to develop transparency around School Improvement.

Increased access to ICT for classes of over 20 pupils.

On-going work to ensure that all pupils continue to receive appropriate Assessment Arrangements from S1 onwards.

Improved teacher agency in leading developments.

Development of skills badges.

Continue to embed literacy and numeracy as common language in all subject areas.

Evaluation of changes to tracking and reporting.

Driving attainment introduced to S4.

Feedback on Driving attainment used to develop course.