MORAY COUNCIL: Education Department

SCHOOL IMPROVEMENT PLAN 2021-22

SCHOOL:	Speyside High School	QIO/QIM LINK:	Kevin Pirie/ Karen Lees

Priority 1

Summary of Priority

Key links to Moray Education Priority Area(s):		
	☐ Raising Attainment and Achievement	x Self-evaluation for Self-improvement
	x Learning, Teaching and Assessment	x Supporting All Learners
	x Curriculum	☐ Leadership at all Levels

NIF Priorities:	NIF Drivers:	Children's Services Plan:	HGIOS?4 QIs:		
☐ Improvements in attainment, particularly in Literacy and Numeracy ☐ Closing the attainment gap between the most and least disadvantaged children x Improvement in children and young people's health and wellbeing x Improvement in employability skills and sustained, positive school leaver destinations for all young people	☐ School Leadership x Teacher Professionalism ☐ Parental Engagement x Assessment of Children's Progress x School Improvement ☐ Performance Information	x Priority 1 – Improve Wellbeing ☐ Priority 2 – Safeguarding ☐ Priority 3 – Poverty ☐ Priority 4 – Corporate Parenting	☐ 1.1 ☐ 1.2 x 1.3 ☐ 1.4 ☐ 1.5	☐ 2.1 ☐ 2.2 x 2.3 x 2.4 ☐ 2.5 ☐ 2.6 ☐ 2.7	x 3.1 x 3.2 ☐ 3.3

Actions	Outcomes for learners	Timescales	Responsible	Measures of success
• COVID Recovery	• Recovery from COVID-19	• Aug 2021 onwards	• COVID paid teachers	• Catch up on ACEL as expected. • National qualification results and improved. • Improved Health and Wellbeing relating to SHANARRI indicators.
• Continue to implement findings from Positive Relationships Needs Analysis – related to nurture, diversity, ethos, the staged intervention model/meeting pupil's needs and restorative approaches.	• Improved HWB, attendance and reduced exclusions and improved attainment • Particular focus on those young people in danger of non-attendance.	• Aug 2021 → June 2022	• All colleagues • HWB working group • ISO	• Pupil feedback • Pupil attendance • Reduced transfers from classes • Improved attainment for low percentage attendees. • Improved attainment for all.
• Focus on Inclusion and embed MHWB policy	• Improved MHWB of all the	• Aug 2021 onwards	• All colleagues • Support for pupils DHT	• Improved attendance

• Implement new CP procedures and quality assurance and quality assurance	community. • Young people feel safe			• Improved achievement and attainment • Improved measures SHANARRI indicator • Improved safeguarding of young people
• Revisit use of agreed lesson charter to focus on excellent learning and teaching with a particular focus on pace and challenge, pupil led learning and pupil evaluation in light of COVID developments	• Excellent Learning and Teaching experience	• Aug 2021 onwards	• All colleagues • Learning and teaching working group	• Observation • Pupil feedback • Reduced pupil transfers • Improved attainment
• Homework policy review	• Pupil voice actioned • Collaborative approach between colleagues and young people.	• Aug 2021 onwards	• Homework policy working group • Parents/carers	• Updated policy in place – young people have been involved in developing so homework completion improved. Reduction in homework referrals. • Increased parental involvement
• Develop career long professional learning opportunities through colleague led training. • Relaunch learning trios in light of revised GTCS standards in areas highlighted through evaluation: parental engagement, digital literacy, skills development and L and T practices	• Colleagues experience excellent CLPL. • Improved digital experience. • Excellent learning and teaching • Improved parental engagement • Skills development in line with Moray Skills Framework and Skills for the Future – Meta skills.	• Aug 2021 onwards	• PTs and teaching group	• Colleague wellbeing improved. • GTCS standards met • Learner experience improved – questionnaires.
• Revisit values in light of COVID	• Ensure all members of the community are part of decision making • Values are relevant to young people	• Aug 2021 onwards	• SLT	• All young people and members of the community experience a community ethos – use of Microsoft forms.

• Develop further use of moderation across ASG to ensure appropriate levels achieved – using good practice from ACM moderation	• No dip in performance between primary and secondary.	• Aug 2021 onwards	• ASG	• Achievement of a level data • Pupil engagement through questionnaire

Evidence to support reduced bureaucracy/workload of teachers

Priority 2

Summary of Priority

Key links to Moray Education Priority Area(s):		
	x Raising Attainment and Achievement	x Self-evaluation for Self-improvement
	☐ Learning, Teaching and Assessment	x Supporting All Learners
	x Curriculum	x Leadership at all Levels

NIF Priorities:	NIF Drivers:	Children's Services Plan:	HGIOS?4 QIs:		
x Improvements in attainment, particularly in Literacy and Numeracy x Closing the attainment gap between the most and least disadvantaged children ☐ Improvement in children and young people's health and wellbeing x Improvement in employability skills and sustained, positive school leaver destinations for all young people	☐ School Leadership x Teacher Professionalism ☐ Parental Engagement x Assessment of Children's Progress x School Improvement x Performance Information	x Priority 1 – Improve Wellbeing ☐ Priority 2 – Safeguarding x Priority 3 – Poverty ☐ Priority 4 – Corporate Parenting	x 1.1 ☐ 1.2 x 1.3 ☐ 1.4 ☐ 1.5	☐ 2.1 x 2.2 ☐ 2.3 ☐ 2.4 ☐ 2.5 ☐ 2.6 x 2.7	☐ 3.1 x 3.2 x 3.3

Actions	Outcomes for learners	Timescales	Responsible	Measures of success
• Revisit curriculum in light of COVID and skills developed and required beyond recovery particularly BGE • Assess reading levels in S1 • Embed IDL in BGE courses • Continue use of data to support decisions to ensure appropriate individual pathways • Develop DYW skills and departmental links with whole community appropriate to positive pathways • Introduce bespoke tourism qualification • Develop evaluative language in YP to report on their own learning • Implement UPS progressive curriculum	• Improved curricular opportunities and outcomes. • Improved L and T experience to recognise post COVID education and preparation for beyond school • Gain appropriate qualifications related to the unique setting of SHS. • Improved attainment in S5 boys	• Aug 2021 onwards	• SHS community • L and T working group • DYW lead and co-ordinator	• Improved attainment in levels and NQs • Level 4 literacy gained by 100% pupils in S4 • Improved reported engagement • Decreased transfers • Feedback and evaluation from parents and young people • S3 Profile completed • Increased Positive destinations • Staff meeting minutes • Departmental minutes • One of the five pillars of learning in UPS will be Student Voice (looking at developing skills in S1, applying skills in S2 and leading skills in S3) •
• Improve Digital Literacy across the school, supporting colleagues and young people.	• Young people more confident in use of on line platforms.	• June 2021 onwards	• JB and digital	• Reported improved engagement in online work

• Embed CEOP training	• Work available when school closures or isolating periods • Young people safe on social media		literacy group • NC PTsG	• Implementations of Digital Skills courses and collaborate with departments. • Reduction in reported cyber bullying
• Continue whole school Literacy by revisiting Building the Bridge - literacy project.	• improved understanding of literacy across the curriculum	• Aug 2021 onwards	• KH and all colleagues	• Improved SNSA data, literacy and numeracy ACEL attainment improved.
• Investigate new reporting system to include tracking reports and pupil voice	• More regular reporting • Ownership of progression by young people.	• Aug 2021 onwards	• All	• Improved feedback from parents • Increase in young people understanding their learning – questionnaire
• Ensure PEF is being appropriately used to close the attainment gap identified	• Improved school experience for PEF young people	• Aug 2021 onwards	• DHT • PEF teacher	• Reduce attainment gap
• Develop recognised leadership activities for young people in particular Senior Phase.	• Experience leadership opportunities • This is now an area in the UPS Course so by S3 students should have the ability to lead projects confidently across the school and community. •	• June 2021	• Senior Phase pupil • DHT	• Senior Phase leadership awards
Evidence to support reduced bureaucracy/workload of teachers				