



School Improvement Plan

Session:	2023-2024
School:	Speyside High School
Plan term:	<input checked="" type="checkbox"/> 1 year <input type="checkbox"/> 2 years* <input type="checkbox"/> 3 years*
Link Officer:	

*on discussion with Link Officer/QIM, context based

Priority 1

Summary of Priority: **[Leadership of Change]**

Key links to Moray Education Priority Area(s):

- ☒ Learning, Teaching and Assessment
- ☐ Empowering leadership at all Levels

- ☒ Curriculum
- ☐ Closing the poverty related attainment gap

NIF Priorities:		NIF Drivers:	Children's Services Plan:		HGIOS?4 QIs:
<input type="checkbox"/> Placing human rights and needs of every child and young person at centre <input checked="" type="checkbox"/> Improvement in children and young people's health and wellbeing <input checked="" type="checkbox"/> Closing the attainment gap between the most and least disadvantaged children <input type="checkbox"/> Improvement in skills and sustained, positive school leaver destinations for all young people <input type="checkbox"/> Improvements in attainment, particularly in Literacy and Numeracy		<input type="checkbox"/> School and ELC Leadership <input checked="" type="checkbox"/> Teacher and practitioner professionalism <input type="checkbox"/> Parent/carer involvement and engagement <input checked="" type="checkbox"/> Curriculum and assessment <input checked="" type="checkbox"/> School and ELC Improvement <input type="checkbox"/> Performance Information	<input checked="" type="checkbox"/> P1: Overcoming challenges – disability, neurodiversity <input type="checkbox"/> P2: Tackling child poverty <input type="checkbox"/> P3: Improving CYP mental wellbeing <input type="checkbox"/> P4: Strengthening family support <input type="checkbox"/> P5: Improving CECYP outcomes		<input type="checkbox"/> 2.1 <input type="checkbox"/> 2.2 <input checked="" type="checkbox"/> 2.3 <input checked="" type="checkbox"/> 2.4 <input type="checkbox"/> 2.5 <input type="checkbox"/> 2.6 <input type="checkbox"/> 2.7 <input checked="" type="checkbox"/> 3.1 <input checked="" type="checkbox"/> 3.2 <input type="checkbox"/> 3.3
Actions	Outcomes for learners	Timescales	Responsible	Measures of success	
Develop and implement agreed SE policy to ensure systematic approaches to whole school and departmental evaluations – to have pupil feedback central to improvement journey	Improved experience of young people by having their voice heard and acted upon in a systematic through consistent whole school and departmental self-evaluation	Aug to Xmas 2023	DH	Agreed Self Evaluation policy Robust departmental Self Evaluation (that demonstrate pupil voice input for improvement) profiles Pupil evaluation report Quality Assurance calendar embedded and used for departmental Quality Assurance Timetabled pupil feedback Improved attainment across BGE Moderated and reliable learning conversations at agreed times take place to ensure young people across all of school not just senior phase know where they are and their next steps	
Ensure use of QA calendar supports departmental QA calendars and processes		23/24	All PTs		
Tracking Monitoring and Intervention embedded – use of training defined by Moray Council for all teaching colleagues on universal	Learners experience will be appropriate to their needs with classroom teachers being	Aug 23 and throughout	SLT and PTsG and	<ul style="list-style-type: none"> Reduce transfers on average currently 4/5 per day particularly of boys. What interventions can be used to reduce this 	

support to be completed on In service day to support appropriate universal support.	aware of confidential booklet and ASN of young people appropriate	observation cycle	teaching colleagues	number – measure of success of universal support targeted support e.g. flexible timetables etc .Case Study and Pareto methodology related to transfers and : days, period, subject, etc to be developed
Systematic approach to policy development	Learners will experience consistent approach to all aspects of school experience	23/24	All	Production of standardised polices and one-page summaries to ease use and support young people. Particularly Learning and Teaching, Raising Attainment, IDL DYW, PEF, SE policy
Based on last year’s success of embedding analytical data in the senior phase, the school is going to amplify this approach to target the BGE. This will ensure that all pupils have accurate holistic support plans in place to address presenting needs, which is underpinned by data.	Attainment gaps identified for young people in lower SiMD best fit line shows greater advantage for higher deciles particularly in S4	Sept 2023 to May 2024	All	Tracking spreadsheets will be scrutinised to ensure targeted groups of young people are not underperforming in any subject in BGE. All young people achieve and attain appropriately related to previous data held e.g. transition information, MidYIS
Implement NHS Plan Do Say Act methodology for evaluation and continuous improvement	Young people will experience better outcomes of their feedback.	September 2023 to May 2024	PDSA Input to PTs by Ed Scot attainment advisor at first PT meeting and feedback through QA meetings in term 2 with final evidence in QA term 4	One example of use of PDSA methodology from each department.
Evidence to support reduced bureaucracy/workload of teachers:				

MORAY COUNCIL: Education Department

SCHOOL IMPROVEMENT PLAN



Priority 2

Summary of Priority: **Learning and Teaching**

**Key links to
Moray Education
Priority Area(s):**

- ☐ Learning, Teaching and Assessment
☒ Empowering leadership at all Levels

- ☒ Curriculum
☐ Closing the poverty related attainment gap

NIF Priorities:	NIF Drivers:	Children's Services Plan:	HGIOS?4 QIs:
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Actions	Outcomes for learners	Timescales	Responsible	Measures of success
<p>Develop plan around Power Up Your Pedagogy supported by a programme of learning trios, teach meets and TLCs</p> <p>Use Professional Review & Development to inform Career Long Professional Learning offer</p> <p>Learning Trios and Programme of observations – aim to complete 3 in year for Senior Phase and BGE</p> <p>Implement agreed reviewed Lesson Charter</p>	<p>Experience consistent and excellent as defined by HGIOS4 QI 2.3 learning and teaching across curriculum</p> <p>Colleagues develop own practice to support this as part of General Teaching Council of Scotland Standards for Registration</p> <p>Develop teacher practice to ensure excellent experience for young people</p>	23/24	MMacW and L and T group	<p>Quality of learning & teaching self-evaluations (excellent)</p> <p>Quality of lesson Observation improves – measured through use of PUYP wheel termly related to pupil led learning, pace and challenge and differentiation.</p> <p>Tri weekly feedback minutes</p> <p>CLPL calendar developed</p> <p>Observation School Improvement Visits</p> <p>Learning Trios to show case – staff research and engagement in understanding of pedagogy to Teach Meets and TLCs attended and evaluated on how these will improve practice</p>

<p>Development of Lesson Charter (pupil version)</p> <p>Continue Cairngorm 2030 involvement: Building nature connectivity Building activism and social advocacy Integration into DL week</p>	<p>Consistent expectations in class</p> <p>Increased exposure to Learning for sustainability curriculum. Greater partnership working to ensure relevance within curriculum.</p>			<p>Through observations the agreed Lesson Charter is implemented in classes. Pupil feedback groups termly with SLT to discuss Lesson charter</p> <p>Development of C2030 links C2030 impact assessment</p>
<p>Evidence to support reduced bureaucracy/workload of teachers:</p>				

Priority 3

Summary of Priority: **Curriculum & Raising Attainment**

**Key links to
Moray Education
Priority Area(s):**

☐ Learning, Teaching and Assessment
☒ Empowering leadership at all Levels

☒ Curriculum
☐ Closing the poverty related attainment gap

NIF Priorities:

- ☐ Placing human rights and needs of every child and young person at centre
- ☒ Improvement in children and young people's health and wellbeing
- ☒ Closing the attainment gap between the most and least disadvantaged children
- ☐ Improvement in skills and sustained, positive school leaver destinations for all young people
- ☐ Improvements in attainment, particularly in Literacy and Numeracy

NIF Drivers:

- ☐ School and ELC Leadership
- ☒ Teacher and practitioner professionalism
- ☐ Parent/carer involvement and engagement
- ☒ Curriculum and assessment
- ☒ School and ELC Improvement
- ☒ Performance Information

Children's Services Plan:

- ☐ P1: Overcoming challenges – disability, neurodiversity
- ☐ P2: Tackling child poverty
- ☐ P3: Improving CYP mental wellbeing
- ☐ P4: Strengthening family support
- ☐ P5: Improving CECYP outcomes

HGIOS?4 QIs:

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| <input type="checkbox"/> 1.4 | <input type="checkbox"/> 2.4 | <input checked="" type="checkbox"/> 3.2 |
| <input type="checkbox"/> 1.5 | <input type="checkbox"/> 2.5 | <input type="checkbox"/> 3.3 |
| | <input type="checkbox"/> 2.6 | |
| | <input checked="" type="checkbox"/> 2.7 | |

Actions	Outcomes for learners	Timescales	Responsible	Measures of success
Develop SCQF ambassadors – increased number and provide further information for parents and YP – to become accredited as Silver ambassadors	Better informed when making course choices leads to better attainment	23/24	MMcW	Decrease number of course choice change requests
Research and begin to develop curriculum pathways – Hayward report	Better curriculum pathways on offer for individual needs	23/24	DH/FM	Feedback from pupils, parents and carers, employers (increased knowledge of certifications available)
Celebrate and Embed new S3 curriculum and develop process for recording accreditation to reduce workload	Increased depth of knowledge in chosen subjects and accreditation in S3 and preparedness for Senior Phase	23/24	EP	Pathway established in collaboration with local employers in at least one employment sector - (Engineering) Option pathway ready for following year Pathway uptake
			EP	Appropriate choices made for S4 next year (year 1). Measure of attainment from S3 in comparison to previous years. S4 Attainment (year 2) (tariff points and depth and breadth) S5 attainment (year 3) (breadth and depth)

Review S1/S2 curriculum embedding IDL Look at models elsewhere	Improve experience and preparedness for wider world in line with curriculum developments etc	23/24	EP + working group + pupils and parents	Reduced course changes Collaborated planning in place for change (year 1) Implemented plan - IDL embedded – collaborated planning and delivery (year 2) Evaluation (year 3)
Embed Level 6 Numeracy and Literacy	Ensure all YP leave SHS with a as good Lit and Num as possible even if not following H English and Maths	23/24	EP/FR/KH/HD/MM	All young people who are continuing with English and Maths beyond Level 5 leave with a level 6 qualification. 6
Options and Global Goals in line with Cairngorm 2030	Use time to develop skills to prepare for future world in conjunction with Cairngorm 2030	23/24	SLT and CB	Collaborative planning and delivery Pupil/Partner feedback
Development of skills profile to be launched with S1 Embed use of meta skills support materials	Improved skills profiling Increased confidence in articulating skills language across all departments	August 23	HD/MMcW	Pupil profiles Young people can articulate and evidence their skills in discussion through learning conversations and completion of skills profile through UPS in collaboration with subject teachers and recording of skills activities in departments. By using the in-house developed skills tracker progression for individuals in their skills will be measured and any particular holistic measurement of skill being less will be addressed. Quantitative measure of skills progression will be developed.
Improve Senior Phase Driving Attainment experience	Driving attainment more focused on study skills and	August 23	SG/EP	Learners will experience a range of study strategies to help them identify their preferred study methods- young people will be asked for feedback t Xmas related to this.

<p>Decolonising the Curriculum by acknowledging and challenging the ways in which colonialism had impacted subjects, school and our ways of knowing and being</p> <p>Attainment</p> <ul style="list-style-type: none"> • ACEL targets • Lit/Numeracy target • Positive destination • Maintain and improve individual Tariff points • Ensure appropriate Number of young people completing 5 at Level 6 	<p>health and wellbeing to raise attainment.</p>			
	<p>Appropriate and timely interventions used and understood. Related to Universal, Targeted and Personal</p>	<p>Aug 23</p>	<p>EP/Year heads/All staff</p>	<p>Colleagues within w/g have supported each other to develop one departmental resource in session 23/24 along decolonial principles. Departments are starting to look at the people and cultures whose stories are represented and decolonial language is used – measured through observations Staff training event has been organised and four departments begun using Art and Design MSNAD decolonising framework for resources</p>
	<p>Learners will experience input to rebuild education to consider links to the work and to begin to face uncomfortable truths about connections to colonising and exploitation.</p>	<p>23/26</p>	<p>LC and working group</p>	<p>Consistent literacy components are at highest % at end of S3 Insight national data SDS input Improve tariff points in recognition of School Improvement 2022, visit priorities Accreditation and experience through evaluation by young people Attainment Data Insight</p>
	<p>Ensure YP gaining best qualifications and skills Increased number YP gaining Lit and Numeracy level 4 and 5 Maintain and aim to improve 97.7% positive destination S3s at risk of underperforming in terms of Lit and Numeracy identified early and tracked</p>	<p>23/24</p>	<p>All</p>	<p>Use of interventions – classroom ensuring use of AAAs or learning strategies advised in pupil confidential notes. If tracking below expectations to maintain 5 @ 6 the PT Raising Attainment Input and PTG and Parent discussion</p>

	<p>Leavers data:</p> <p>Literacy Level 4: 94% or above</p> <p>Numeracy: Level 4 maintain 98%</p> <p>Literacy Level 5: 81 to 86%</p> <p>Numeracy Level 5: 83% or 10% above VC</p> <p>Improve Level 5 @ 6 from current 9.4% which has shown a consistent decrease by ensuring robust regular tracking and intervention for those young people who have started year at Level 6. We currently have approximately 30% of S5 at 5 at Level 6</p>			
Evidence to support reduced bureaucracy/workload of teachers:				

Priority 4

Summary of Priority: **[Improving wellbeing equality and inclusion]**

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- ☒ Learning, Teaching and Assessment ☒ Curriculum
- ☐ Empowering leadership at all Levels ☐ Closing the poverty related attainment gap

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| <input type="checkbox"/> 1.4 | <input checked="" type="checkbox"/> 2.4 | <input type="checkbox"/> 3.3 |
| <input checked="" type="checkbox"/> 1.5 | <input type="checkbox"/> 2.5 | |
| | <input checked="" type="checkbox"/> 2.6 | |
| | <input type="checkbox"/> 2.7 | |

Actions	Outcomes for learners	Timescales	Responsible	Measures of success
UNCRC Implementation within policies and curriculum resources	Young people experience and recognise their rights	23/24	All MMcW/CMacC	DIP integration and progress Pupil feedback and ability to sue language of rights including use of HGIOS ours Pupil Senate minutes, Gold RRSA Accreditation At least one area of each curriculum area in each year refers to the UNCRC
Review of Positive Relationships Policy to support good practice in <ul style="list-style-type: none"> Restorative approaches Emotion Coaching Trauma Informed practice 	Young people experience informed teachers and support staff to remove barriers to learning leading to improved attendance reduced exclusions and transfers from classes	Aug to Dec	AMacI HWB group, EPS	Reduced Transfers and Exclusions, Increased Attendance Base point measure required (TBC) Ensure evaluation and timed/targeted work to support young people access classes – Hub Evaluation of Inset provision by EPS Measure of GMWB at start and end of session – interventions measured
Appropriate use of Glasgow Motivation and Wellbeing profile data and effective	Improved wellbeing for young people across the curriculum			

<p>implementation of intervention and impact tracking for S1</p> <p>Introduce RAG rating for S2 to S6 to measure wellbeing at start and end of each term.</p> <p>Use and measure impact of interventions.</p> <p>Evaluation of Hub provision</p>	<p>Ensure a positive experience and opportunity for more YP to access</p> <p>Pupil voice is listened to through HGIOurs to improve experience</p>	23/24	<p>PTsG</p> <p>PTsG/AMac</p> <p>ST/AMacI</p>	<p>Improved wellbeing of young people – attendance and qualitative feedback. Spreadsheet produced with intervention and links to recording actions and impact – 1 case study per house per year produced</p> <p>Clear timeline and plans for individual and groups of young people with recognised need to include time for emerging need. The times learners are in Hub will be noted and a hoped reduction seen for them as interventions used. Also drop ins will be asked to rate how feeling at start of visit and end of visit to measure improving outcomes</p>
<p>Continue to develop the feeling of belonging at SHS and within house groups through whole school activities and participation</p>	<p>Feeling of belonging to SHS and house group to improve wellbeing and participation</p>	23/24	<p>All colleagues</p> <p>PTsG</p>	<p>YP evaluation of house identity improves through house activities and measured by evaluation at start and end of session. Increased number of house activities – by a further 5 this year.</p>
<p>Continue to develop opportunities for pupil leadership through our Leadership Academy</p>	<p>P develop leadership skills for the wider world and employability</p>		<p>PTsG and PT PE and student leadership group</p>	<p>Analysis of YP involved in leadership activities at start and end of year. YP feedback questionnaire</p>
<p>Consult on and implement revised Anti bullying policy and produce pupil friendly policy</p>	<p>Young people report that they feel safe and that they feel that bullying situations are well handled through questionnaire</p>	23/24	<p>PTSG working group</p> <p>Pupil Senate</p>	<p>Reduced bullying incidents reported– baseline measure required. Use of bullying log – how many incidents in session 22/23 and how many 23/24. Bullying log has not been used extensively last session and so a base line cannot be taken from their – however a record of visits to PTsG related to bullying will be recorded for each year and provide baseline for measure of</p>

<p>Review of attendance and lateness procedures and strategies to communicate, track and evaluate impact of interventions.</p>	<p>Young people and families are supported to increase and maintain attendance in line with an agreed threshold following review of authority thresholds and information</p>	<p>23/24</p>	<p>AMaCl and pupil support team</p>	<p>improvement in next year. Along with use of bullying log being appropriate Reduced complaints from parents regarding bullying – check parental calls in term 1 re bullying and compare across term 2 etc</p> <p>Improved attendance current trend is on a decrease from 91.3% in 19/20 to 87.7% in 22/23. Use Pareto Principles to measure patterns of absence related to: day, week in term, year group and other parameters agreed</p>
<p>Evidence to support reduced bureaucracy/workload of teachers:</p>				



Maintenance Agenda *(to be populated at school discretion in discussion with link officer/QIM)*

[illegible]