

MORAY COUNCIL
Schools and Curriculum Development
School Improvement Planning Templates
Updated for NIF/HGIOS?4
2020/21

Self-Evaluation Profile Guidance

MORAY COUNCIL

SELF-EVALUATION PROFILE

SESSION 2020/21

SCHOOL: Speyside High School

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QIM: Karen Lees

Context of the school:

<u>Roll</u>	<u>Physical Capacity</u>	<u>Functional Capacity</u>	<u>Attendance</u>	<u>Exclusions</u>	<u>LAC</u>	<u>ASN pupils</u>	<u>SIMD profile</u>	<u>Staffing Vacancies</u>
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This report is written considering Covid developments, which have defined the year 2020 /2021

The school roll presently is 410 pupils. The physical capacity of Speyside High School is 562. Our attendance is 89.83%

There have been 12 exclusions this academic year. There are currently 7 Care Experienced/LAC pupils. There are 15 pupils with IEPs (Individualised Education Programmes).

There are 41 teaching members of staff and 18 members of support staff. Work is being carried out by PTsG along with COVID teacher and PEF colleagues to highlight families who may need support in closing the gap. 97.7% of school leavers reached a positive destination.

We developed a whole school community set of values and a vision several years ago. Our values are to be dedicated, healthy, respectful, responsible, ambitious and achieving. Our school vision has remained as 'Happy Healthy and High Achieving'. Standards and relationships are positive and purposeful in classrooms and virtually in the Speyside High School community. Young people are encouraged to play a positive part in developing the Speyside High School community. This has stood us in good stead for the challenges of this past year. Pupils and staff take a pride in the school and work hard to ensure we are all the best we can be, and all have embraced online learning. When visitors were allowed, they continued to comment on the positive feel of the school and the pride young people show when talking about their school. Charitable work has continued with virtual activities taking place. We launched Sustainable Speyside to address Global Goals, this is directly addressed by our S1 Global Goals rotation which has been a success and are the only school in Scotland affiliated to the WE charity. We have run Junior Rangers every year. We have gained our Silver Award for RRSA and the group is continuing to work hard to reach Gold RRSA. We have individuals who are nominated for the MYCA. We support several residential trips including Battlefields trips and Sporting activities and World Challenge expeditions when able. Our first school production for several years was suspended due to COVID. Encouragement to maintain sport and other activities etc has taken place virtually through school challenges, lockdown activities and online clubs e.g., library club. When allowed there are many extracurricular groups, gaining local and national recognition. Pupils and staff vote in a democratic system to appoint Head Students.

Between 83% and 95% of young people consistently registered online and feel safe and well supported. Online engagement has been good on average around 70% online – robust tracking monitoring and intervention has been in place to support all learners. Work towards further building positive relationships and removing barriers to learning is ongoing. Our LGBT group have been making considerable inputs to whole school and Moray wide activities – celebrating LGBTQ month in February. Our Parent Council has had to be relaunched again due to COVID changes, a new and enthusiastic group of parents are now working together to support the school and are taking an active part in school improvement through engagement with national bodies and are currently being consulted with. This year we have been unable to hold a parental revision class run by Live-N-Learn. We have developed two successful HWB supports for parents – Peer Support Group (in partnership with the Moray Wellbeing Hub) and Mental Health and Wellbeing evening classes. Feedback provided to Education Scotland regarding pupil entitlements during lockdown was commented on as being excellent and asked if we would want to be part of a Case Study. Our Leavers attainment in all measures is above national averages and our positive destination remains higher than Moray, VC, NA and National levels. Our Numeracy ES transition project continues to be seen as good practice by other ASGs and was successful in developing resources and relationships which continue to support numeracy and transition. PEF continues to prove a direct area of focus within the school through a continued development of partnerships to ensure appropriate support and progression for all young people within Literacy, Numeracy and Health and

Wellbeing this has been particularly successful throughout lockdown and has been enhanced by the employment of a Covid teacher. Digital Literacy has improved greatly this year – use of many online resources not developed previously has been positive. Pupil resilience and independence of learning has also increased.

Quality Indicator from HGIOS?4	How well are you doing?	How do you know?	What are you going to do now? What are your improvement priorities in this area?	How would you evaluate this using HGIOS?4 6-point scale?
	What is working well for your learners?	What evidence do you have of positive impact on learners?	This should be the priorities and actions for SIP agreed with stakeholders.	
<p>1.3 Leadership of Change</p> <ul style="list-style-type: none"> Developing a shared vision, values and aims relevant to the school community Strategic planning for continuous improvement Implementing improvement and change 	<ul style="list-style-type: none"> Improvement areas are recognised across the school and charge management is developing. Senior leaders work hard to improve collaboration with all colleagues to lead to improvement of learning and outcomes for young people. Senior leaders are developing strategies to promote and support innovation. This is particularly pertinent considering Covid experience. Procedures to embed self-evaluation and reflection are in place and are beginning to support young people's capacity to respond and adapt to change, pupil resilience and independence of learning has developed through Covid experience. Pupil Voice is embedded e.g., co-creating the draft MHWB policy. MHWB policy consultation: staff, partners, pupils and parents. This has increased understanding, across the school community, of mental health and wellbeing and the supports available. 	<ul style="list-style-type: none"> Formal observations. Focus groups. Visitor feedback SLT agenda. DM agendas and calendars QA calendar in place and QA changes diarised. Vision Values and definitions embedded. Increased Working Group involvement in new initiatives. Colleague and pupil leadership is across the school – pupil senate, working groups. Extra-curricular clubs, study club, Mental Health Ambassadors Numeracy QAMSO, Scholar lead, F, Holocaust Education World Challenge, Climate Change, LFS course, NPA increase, DYW partnership working, Career Ready, Transition, ES Numeracy Project. MHWB policy Overwhelming positive feedback from positive pathways evening. QIM and ESO visits Educations Scotland verbal feedback Extensive positive parental feedback of virtual lockdown experience, 	<ul style="list-style-type: none"> Continue to promote school values and vision and use to structure around the positive relationship policy. Further develop Sustainable Speyside to reflect Global Goals. Replace WGs with PLNs to improve practitioner enquiry and teacher agency. Develop QA calendar. Further consultation on the curriculum rationale. Further consultation on the reporting process/format. Review the working time agreement to include opportunities for streamlining of vocational and academic communications between stakeholders. Moving the time for PR&D will improve how colleagues CLPL feeds into DIP and SIP Improve teacher agency. Relaunch of Pupil senate Re launch of Learning trios Middle leadership lead of Staff meetings 	<ul style="list-style-type: none"> Good

	<ul style="list-style-type: none">Virtual school experience in second lockdown has gone well through leadership of change			
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Quality Indicator from HGIOS?4	How well are you doing? What is working well for your learners?	How do you know? What evidence do you have of positive impact on learners?	What are you going to do now? What are your improvement priorities in this area?	How would you evaluate this using HGIOS?4 6-point scale?
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	This should be evaluative bullet points for each theme within the QI.	Note here where you got your evidence i.e., data, views, observations etc.	This should be the priorities and actions for SIP agreed with stakeholders.	
2.3 Learning, Teaching and Assessment <ul style="list-style-type: none"> • Learning and Engagement • Quality of teaching • Effective use of assessment • Planning, tracking and monitoring. 	<ul style="list-style-type: none"> • Almost all staff have positive learning and teaching strategies to engage pupils to ensure learner engagement. • Positive relationships are witnessed across the whole school community and is underpinned by vision and values. • Most classes pupils are engaged in learning and practitioners build on prior learning. • The effective use of SHS feedback strategy is evident in most classes. This allows young people to participate in self-reflection of their learning. Some curricular areas both in BGE and Senior Phase need to develop this further. • In all classes' pupils experience varied learning activities including digital technology, active learning, practical and experimental work, individual work, pairs and small groups in their learning. Many departments feel confident in their use of assessment. • Departments use the moderation cycle to ensure well planned experiences for learners. • There are Tracking, Monitoring and Intervention systems in place that are aimed to reduce bureaucracy. Most colleagues feel confident in their use to 	<ul style="list-style-type: none"> • Pupil groups. • Reduced transfers from classes. • Classroom observations. • Feedback from pupils. • Pupil senate feedback. • Improved use of data to provide interventions. • Parental feedback • Staff L and T audit • Improving trends in attainment • Parental Feedback • QAMSO input • National conferences input • RRSA accreditation • PT (Principal Teachers) Feedback • Education Scotland feedback • Head of Service feedback on visit • Pupil engagement and feedback, particularly over lockdown periods. 	<ul style="list-style-type: none"> • Ensure consistent use of L.I and co-creation of S.C. • Develop pupil responsibility for their learning. • Further embedding of use of Tracking and Monitoring and data to improve interventions to remove barriers to learning. • New reporting strategies using SHS format. • Lesson observations with a focus on pace and challenge, pupil leadership and self-evaluation - this has been altered to support online learning. • Robust CLPL structure for staff to improve teacher agency. • Use of attainment data seen as a greater priority by all stakeholders, for pathway planning and pace and challenge. • Streamlined profiling process for all BGE learners through use of 'My World of Work'. • Involvement of BGE pupils in 'Young Inspectors' programme • Greater early involvement of PTsG in direct senior phase off track mentoring • Further development of personalisation within PEF literacy and numeracy • Earlier intervention with PEF literacy/numeracy strategy in SP. 	<ul style="list-style-type: none"> • Good

	inform improvements in learning and teaching. <ul style="list-style-type: none"> • Pupil led learning has improved. • Greater support with home learning to raise attainment via Live n Learn. • Greater flexibility and robust evaluation of PEF literacy and numeracy strategy • Increased use of technology developed during periods of lockdown. 		<ul style="list-style-type: none"> • RRSA gold accreditation • Continue to improve attainment progression for off track SP pupils through staff and S6 mentoring. • Further embed the use of learning platforms (Google Classroom). • 	
Quality Indicator from HGIOS?4	How well are you doing?	How do you know?	What are you going to do now?	How would you evaluate this using HGIOS?4 6-point scale?
	What is working well for your learners?	What evidence do you have of positive impact on learners?	What are your improvement priorities in this area?	
	This should be evaluative bullet points for each theme within the QI.	Note here where you got your evidence i.e data, views, observations etc.	This should be the priorities and actions for SIP agreed with stakeholders.	
3.1 Ensuring wellbeing, equality, and inclusion. <ul style="list-style-type: none"> • Wellbeing • Fulfilment of statutory duties • Inclusion and equality 	<u>Wellbeing</u> <ul style="list-style-type: none"> • Almost all young people feel safe. • Almost all young people know who they can talk to. • The Wellbeing Hub creates a nurturing environment for young people, including at break and lunchtime. • Majority of pupils feel they have someone to talk to • Pupils have access to several independent counsellors. • Most relationships across the school community are positive. 	<u>Wellbeing</u> <ul style="list-style-type: none"> • Pupil survey. • Feedback from pupils. • Parental surveys. • Feedback from parents. • Feedback from partners. • Staff survey. • Feedback from visitors/partners. • Breakfast club records • Daily registration with check in question during lockdown • PSE (Personal and Social Education) drop-in sessions. • Hub focus groups. 	<u>Wellbeing</u> <ul style="list-style-type: none"> • Further embed the principles and practices of nurture and restorative practice by building on the progress already made in three key areas: LGBT+/Diversity; Attachment Theory and Mental Health & Wellbeing. This will largely be achieved through SIGs (which empower pupils, staff and parents) and CLPL. • Implement the 'Mental Health & Wellbeing' Policy – this will increase understanding, across the 	<ul style="list-style-type: none"> • Very good

	<ul style="list-style-type: none"> • Young people are supported with correct nutrition at the start of the day to ensure they are ready to learn and achieve through breakfast club provision. • The Parent-Peer Support Group (run in partnership with the Moray Wellbeing Hub). By providing parents with knowledge and tools around mental wellbeing, they are empowered to support their own wellbeing and the wellbeing of their child(ren). • Parent Evening Class: Understanding Mental Health • Wellbeing Hub developed and open to all • Teenage yoga course used by colleague to support wellbeing. • MHWB qualification in place in senior phase • Implementing and embedding whole school MHWB policy in collaboration with colleagues, parents, community, and young people. 	<p><u>Fulfilment of Statutory Duties</u></p> <ul style="list-style-type: none"> • Staff surveys. • Staff feedback & PR&D. • Observations. • Feedback from SFF visit. 	<p>school community, of mental health and wellbeing and the supports available.</p> <ul style="list-style-type: none"> • Continue to develop the Parent Peer-Support Group as a form of community-based early intervention around mental health and wellbeing. • Further develop the partnership with the Moray Wellbeing Hub to extent the opportunities/support available to our school community. • Further develop the role of our 'Inclusion Project Coordinator' to ensure maximum impact on young people and their families. • Implement Moray Council's Anti-Bullying policy (currently in draft format). • Increased use of the SEEMiS 'Bullying' module monthly tracking reports to identify trends and better support our pupils. <p><u>Fulfilment of Statutory Duties</u></p> <ul style="list-style-type: none"> • Continue to inform staff of relevant training 	
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	<p><u>Statutory Duties</u></p> <ul style="list-style-type: none"> Some staff understand and are committed to fulfilling their role and responsibility in supporting learners' health and wellbeing including the effective use of Moray Council's Staged Intervention model. Clear internal Quality Assurance procedures for the submission of Child's Plans – allows for the sharing of good practice/appropriate support and challenge. <p><u>Inclusion & Equality</u></p> <ul style="list-style-type: none"> The majority of young people with a specific barrier to learning are being effectively supported. The majority of staff and pupils understand, value and celebrate diversity and challenge discrimination. The provision of equipment continues to ensure PEF young people have necessary equipment for 	<ul style="list-style-type: none"> MAPH feedback – our Child Plans have all been rated as 'Excellent' or 'Very Good'. Feedback from the recent Pupil Support File Audit – our practice/procedures were highly commended. <p><u>Inclusion & Equality</u></p> <ul style="list-style-type: none"> Pupil survey. Feedback from pupils. Parental survey. Feedback from parents. Feedback from staff. Classroom observations. Assessment Arrangements information. Low levels of exclusions. Low levels of transfers. More pupils accessing reduced/alternative curricular including flexi-schooling, nurture periods, extended work experience and rural skills. DoE/Outdoor Learning opportunities for ASN pupils. 	<p>opportunities and encourage them to engage in professional reading/research and dialogue in this area.</p> <ul style="list-style-type: none"> Continue to use our termly Pupil Support Quality Assurance meetings to reviewing our procedures and provision in line with current inspection findings. This will initially involve a review of the information that is contained in our PPRs. <p><u>Inclusion & Equality</u></p> <ul style="list-style-type: none"> Further embed the use of differentiated material and practices throughout the school. Further embed the principles and practices of 'The Autism Friendly Classroom' (all staff have attended 'Autism Awareness training'). Build on the success of our LGBT+ History Month events and our Diversity training for staff. This will involve the development of a school Diversity/Equalities PACT (Charter) and further staff training, as well as working collegiately with 	
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	<p>school day to support learning.</p> <ul style="list-style-type: none"> • Greater support for family learning via Live N Learn workshops • Provision of mentor support to S1 –3 within PEF, coupled with improved parental engagement in system. 		<p>the Pupil Diversity/Equalities Group to identify and plan next steps.</p> <ul style="list-style-type: none"> • Continue to inform staff of relevant training opportunities and encourage them to engage in professional reading/research and dialogue in this area. • Continue to offer the Breakfast Club (PEF funded) as a universal provision; thereby ensuring that all learners have the opportunity to be ready to learn and achieve their potential. • Consider ways to improve PEF engagement within family learning offer through Live N Learn • Ensure all PEF mentors are accessing and using full range of data to support young people being mentored. 	
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<p>3.2 Raising attainment and achievement</p> <ul style="list-style-type: none"> • Attainment in literacy and numeracy • Attainment over time • Overall quality of learners' achievement • Equity for all learners 	<ul style="list-style-type: none"> • SNSA Data shows trend in improvements in Literacy and Numeracy over the last three years. • Increased opportunities for young people to be accredited. More departments recording work done in S3 that is accredited in S4, Nat 5 Maths learners in S4 now also being entered for Nat 5 Applications of Maths and SLF dept now gaining accreditation for all learners with increased knowledge of opportunities SQA provide. • Measurement of BGE Literacy and Numeracy achieving a level is in place and well established with moderation being embedded. • PEF is being used to enhance social skills, literacy, and numeracy. These are at an early stage of development. • Use of data to ensure learners are placed in appropriate courses. • Use of data to highlight underperforming pupils and gaps. • Use of tracking data to highlight under-performing SP pupils with subsequent intervention and mentoring. • Increase in Literacy and Numeracy by 1 period throughout BGE. 	<ul style="list-style-type: none"> • Middle 60% of girls attainment is higher than the virtual comparator. • Lower 20% of boys outperformed all comparators and Highest 20% outperformed the VC. • Continuing improvement over the last 3 years in terms of leavers Literacy and Numeracy. <ul style="list-style-type: none"> ○ Level 4 Lit – 1.7 improvement up to 94.64% ○ Level 5 Lit – 13.95 improvement, up to 85.71% ○ Level 4 Num – 2.92 increase to 98.21% ○ Level 5 Num – 9.24 increase up to 85.71%. • Average tariff points per pupil for leavers is better than all other comparators for Lowest 20% (209), Middle 60% (926) and Highest 20% (2024). • S6 pupils outperformed all comparators in each of the three brackets. • Positive destinations for our leavers is better than all comparators. <p>Pupil feedback</p> <ul style="list-style-type: none"> • Teacher observation • Pupils and Parents of PEF report that pupils are confident in their literacy and numeracy skills. This is evidenced further through the 'Leuven's Scale' quantitative data feedback. 	<ul style="list-style-type: none"> • Appropriate learner pathways developed. • Implementation of UPS/driving attainment curriculum for S1-6 pupils in 2018 –19. • Ongoing fluctuating but improving local measures for literacy and numeracy across Senior Phase at levels 4 and 5 and less favourable comparison where VC increasing at a faster rate will be addressed by • Wider Achievement to include Literacy and Numeracy for appropriate pupils on return to S5/6 • Targeted use of PEF to improve Literacy and Numeracy in these groups. • Use of Literacy Toolbox progression monitor. • Analysis of questionnaire feedback • Attendance and participation measurement • More robust analysis of data • More robust level change process after prelims – sideways moves available. • Introduce Reading Culture strategy • Targeted use of Covid teacher to ensure young people are not experiencing a gap. 	<p>Very good</p>
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	<ul style="list-style-type: none"> • Use of transition information to ensure continued learning with no dip at times of transition. • Increased number of Nat 1/2/3 opportunities 			
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	What is working well for your learners?	What evidence do you have of positive impact on learners?		
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2.2 Curriculum Theme 3 Learning Pathways	<ul style="list-style-type: none"> • Curriculum rationale updated, rationale available, design documents also. • Wide curricular and extracurricular opportunities. • Learning pathways being identified to ensure appropriate choices for young people. • DYW agenda well developed • PSE curriculum and UPS curriculum appropriate in several areas. • Individualised timetables for some pupils that includes work experience and other. • Pupils are developing their abilities to recognise their skills and qualities so being more informed when making choices about their Senior Phase pathway. • Curriculum model agreed collegiately allows for extra time for Literacy and Numeracy in the BGE, increased time allocated to National 4/5 courses and increased opportunities for wider achievement for S5/6 learners. 	<ul style="list-style-type: none"> • Pupil questionnaire. • Staff questionnaire. • Parental questionnaire. • Pupil focus groups. • S1 Pupil Profile booklets and Profiles on Glow. • Fewer issues with pupils taking inappropriate choices in S3 and the Senior Phase – class lists. • Curriculum model for next session in place. • Attainment statistics – need to look at future results to evidence if this improvement has been successful. • More pathway choices that are appropriate for pupils – NPAs (National Progression Awards) Rural Skills, Leadership through Core PE, Travel and Tourism, Art, and Performing Arts • Staff feedback from subject choice process. • Focus Groups • Insight • Educations Scotland, verbal feedback from Covid review 	<ul style="list-style-type: none"> • Skills pathways being developed. • Increased opportunity for wider achievement j through Employability and Enterprise unit(s) award within UPS • Continue embed a quality UPS provision for all pupils, • Look at better ways to support pupils to create a quality profile which in turn will lead the way to having pupils self-reporting. • Look further at opportunities for our young people, ensure achievement is better recognised. • Further analysis of data to measure success. Work with departments to support offering courses more suited to the needs of some of our learners. • Further improve S3 positive pathways evening to include DYW partners as well as teaching staff. 	<ul style="list-style-type: none"> • Good

	<ul style="list-style-type: none"> • More pupils engaging in work experience as part of their normal week, implementation of partnership working to deliver Rural Skills and Travel and Tourism. • Continued monitoring to ensure most pupils are achieving N5 Literacy and Numeracy through targeted wider achievement courses. • S5/6 pupils all now doing a Wider Achievement course along with their expected number of Level 4/5/6/7 courses thus raising attainment for all learners. Ongoing consultation with Curriculum rationale • Increased opportunities through links with other schools and common column Esgoil and COCO • S1 and S2 options • Ongoing review of options to improve options and pathways for all learners 		<ul style="list-style-type: none"> • Smoother progression in the BGE UPS programme. • Maintain relevance of Curriculum Rationale. • Maintain stringent subject choice to ensure all learners with appropriate timetables. • Further work with partners to increase opportunities. • Increase numbers of pupils participating in appropriate work experience. • Ensure PSE curriculum matches pupil voice in Senior Phase in relation to financial education. • Develop UPS curriculum to embed Moray Skills Pathway and support Wellbeing. • Curricular research to address Covid in terms of IDL and outdoor learning. • Choice process embedded into S1/2 related to options. • Digital Literacy introduced • Ongoing SP updates related to NPA qualifications. • Revisit breadth v depth in S3. 	
2.7 Partnerships Theme 3 Impact on learners The impact of parental involvement on improving children and young people's learning.	<ul style="list-style-type: none"> • Our partnerships with parents are developing, through greater use of social media, clear communication guideline and parental surveys at all parents' evenings. • Relaunch of parent council • Parents are invited into school as often as possible e.g. Back to School Day, HT drop-in sessions 	<ul style="list-style-type: none"> • Parents engaging with support materials. • Individual success stories. • Parental feedback. • DYW engagement • Pupil Equity Fund consultations • YPI introduction. • Insight • SFF • Education Scotland, Thematic Inspection 	<ul style="list-style-type: none"> • Continued development of consistent dialogue with parents. • Curriculum evenings to be arranged. • Improved involvement of Parent Council in SIP • Use of DYW department audit to inform next steps of partnership engagement. 	<ul style="list-style-type: none"> • Good.

	<p>and coffee and a chat session, information evenings</p> <ul style="list-style-type: none"> • Learning conversations with parents via PTsG. All S1 pupils invited their parents via personal letter to parents evening. • Use of SMHW • Partners involved in Meaningful May and UPS programme. • DYW partnerships developing in positive framework. • YPI and Walkers partnership • Continued success for some pupils in the Career Ready programme. • Wider community engagement visits to local Care home • DYW audit carried out to ascertain current partnership engagement across the whole school. • The Parent-Peer Support Group. Parents, SHS and Moray Wellbeing Hub as equal partners - the themes of empowerment and sustainability sit at the heart of this partnership. 		<ul style="list-style-type: none"> • Further develop the partnership with the Moray Wellbeing Hub to extent the opportunities/support available to our school community. 	
FOR INSPECTION PURPOSES ADDITIONAL QI – Q.I 2.6 Transitions	How well are you doing? What is working well for your learners?	How do you know? What evidence do you have of positive impact on learners?	What are you going to do now? What are your improvement priorities in this area?	How would you evaluate this using HGIOS?4 6-point scale?
	<p>This should be evaluative bullet points for each theme within the QI.</p>	<p>Note here where you got your evidence i.e., data, views, observations etc.</p>	<p>This should be the priorities and actions for SIP agreed with stakeholders.</p>	
	<ul style="list-style-type: none"> • Most children and many parents are actively engaged in transitions at most stages of learning. 	<ul style="list-style-type: none"> • Pupil questionnaires. • Attendance statistics. • Pupil views. • Informal focus groups. • Pupil observations in class. 	<ul style="list-style-type: none"> • Evaluation of use of all information gained. • Earlier parental involvement in enhanced transition. 	<ul style="list-style-type: none"> • Good

	<ul style="list-style-type: none"> • Information of curriculum and HWB nature in school and is particularly well shared during P7→S1 transition. • Most young people show elevated levels of resilience during transition. • Most transition pupils have a well-planned programme of activity particularly P7→S1 and S4 and beyond. • Use of achieving a level data at an early stage of development to ensure progression in learning. • Positive and sustained post school destinations are gained by most pupils. • Partnership with Moray College, local employers, particularly through YPI and Career Ready, Rural Skills • Use of transition data for continued improvement. • Use of P7 profile • High % of young people gaining UCAS offers. • P7 parents/carers invited to join the Parent Peer-support Group and included in the Mental Health and Wellbeing policy consultation. 	<ul style="list-style-type: none"> • Pastoral feedback. • Parental Feedback • SFF 	<ul style="list-style-type: none"> • Ensure between class transitions are better managed. • Develop more systematic curricular partnerships to improve outcomes for young people. 	
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