

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

2022/23

DRAFT

Self-Evaluation Profile Guidance

MORAY COUNCIL

SELF-EVALUATION PROFILE

SESSION 2022/23

SCHOOL: Speyside High School

HEADTEACHER: Patricia Goodbrand

QIM: Stewart McLauchlan

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>
-------------	--------------------------	----------------------------	-------------------	-------------------	------------	-------------------	---------------------	---------------------------

This report is written considering Covid developments, which have defined the year 2021 /2022

The school roll presently is 403 pupils. The physical capacity of Speyside High School is 562. Our attendance is 87.7%, a figure that is concerning but is in line with local and national patterns.

There have been 15 exclusions this academic year. There are currently 17 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 continues by PTsG with PT RA and PEF colleagues to highlight families who may need support in closing the gap. 96.8% of school leavers reached a positive destination above the VC. All other leaver's measures of attainment are above VC also. Dedicated staff deliver a range of learning experiences including a wider study offer and extracurricular activities that contribute to the very good school attainment and achievement. Learning and Teaching continues to be a focus for improvement to strengthen consistency in quality Learning & Teaching and build on good practice and existing strengths.

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, we are about to revise this. Our school vision is 'Happy Healthy and High Achieving'. The school has a welcoming and inclusive nurturing ethos where colleagues and pupils feel valued and empowered, their voices are heard leading to school improvement. This continues to stand us in good stead for the challenges of this past few years. Pupils and staff take a pride in the school and work hard to ensure we are all the best we can be. Charitable work has continued with senior charities group taking a lead role in this. We are the only school in Scotland affiliated to the WE charity. We run Junior Rangers every year. We have gained our Silver Award for RRSA and the group has continued to meet but we have not yet applied for accreditation for Gold RRSA. Within UPS, the S2 year group carry out fundraising through a Charities Fair unit which prepares all learners for YPI which is delivered in S3 annually.. We have supported several residential trips including Battlefields trips and Sporting activities and World Challenge expeditions when able. Lunchtime and after school activities are extensive with particular interest in sports and arts and crafts and games groups gaining local and national recognition and many young people gain wider achievements which are celebrated in school. Pupils and staff vote in a democratic system to appoint Head Students. Further building positive relationships and removing barriers to learning is ongoing. Our Diversity group have been making considerable inputs to whole school and Moray wide activities and the group leader has been recognised for her contributions and received the GTCS Saroj Lal award. Our Parent Council is a new and enthusiastic group of parents who are 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 on several points. They have paid for all S1 pupils to receive a school tie; they are also supporting participatory budgeting with young people. Having received a positive CoSD report with action points these continue to be taken forward. The Breakfast Club is well established and run by all colleagues and young people, and afterschool food collection from the canteen is also now established to tackle food waste. A program of mentoring and interventions supports young people using targeted funding through the Pupil Equity Fund along with the return of our outdoor learning literacy and numeracy project with Outfit Moray. We are again developing HWB supports for parents – Peer Support Group (in partnership with the Moray Wellbeing Hub). Our

Commented [MP1]: does this make sense - is "out" the right word"?

Numeracy and Literacy colleagues have reintroduced in person visits to local primaries, and support for literacy and numeracy is positive across the school. Resources and relationships from ES numeracy transition project have been relaunched through ASG and QAMSO collaboration and continues to be seen as good practice by other ASGs and is used 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. A program of mentoring and interventions supports young people using targeted funding through the Pupil Equity Fund along with the return of our outdoor learning literacy and numeracy project with Outfit Moray. Digital Literacy has improved this year as result of the Idea Award and BGE course in computing department. A new study support package which rationalises the platforms to support home learning and consolidation has been launched with all Senior pupils. The library has been refurbished this year. Through ES questionnaire 95% of parents/carers are overall happy with the school. Our curriculum continues to develop with wide ranging opportunities for all young people to achieve. We run both the Science and Socila Subjects Baccalaureate.

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.	
1.3 Leadership of Change <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 continue to be evidenced across the school and change 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. 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 Pupil Voice is embedded e.g., co-creating the MHWB policy, pupil senate, HGIOurS within UPS 	<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, Scholar lead, Junior Ranger project, NPA increase, DYW partnership working, Career Ready, Transition, QIM and ESO visits Continued positive parental feedback of 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. 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. Improve teacher agency. Re launch of Learning trios 	<ul style="list-style-type: none"> Good

	<ul style="list-style-type: none"> MHWP policy consultation: staff, partners, pupils and parents. This has increased understanding, across the school community, of mental health and wellbeing and the supports available. Strategic planning through staff meetings, DYW working group and NA/SWEIC/Wellbeing group/L and T group/ Cairngorm 2030 group/Racial literacy group to embed consistent approach including skills development through adoption of meta skills. Pupil Voice is embedded e.g., co-creating the draft Anti Bullying policy. QA calendar of data use and SE Increased colleague leadership and taking responsibility at staff meetings etc 	<ul style="list-style-type: none"> Parent Council involved in transition project and pupil funding activities Community projects increasing - litter picks, helping at community events, visiting local care home. Peer mentoring in place Learning trio feedback Education Scotland parental questionnaire positive Pupil focus group and follow up surveys. Dept feedback – tri weekly DHT and PT meetings SIM visit 	<ul style="list-style-type: none"> Review generation of evidence of meta skills across BGE curriculum and develop language support resources. Rationalisation and systemisation of policies and procedures Through PR and D relaunch Learning Trios to support improved young people outcomes and CLPL. Revisit Vision and Values 	
--	---	--	---	--

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?
	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 	<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 	<ul style="list-style-type: none"> Pupil groups. Continued small number of transfers from classes. Classroom observations with specific key focuses Feedback from pupils. 	<ul style="list-style-type: none"> Ensure consistent use of lesson charter and co-creation of S.C. Focus on pace, challenge and differentiation using “Power up Your Pedagogy” techniques Develop pupil responsibility for their learning. 	<ul style="list-style-type: none"> Good

<ul style="list-style-type: none"> • Planning, tracking and monitoring. 	<p>underpinned by vision and values.</p> <ul style="list-style-type: none"> • A learning charter which supports consistent, high-quality learning and teaching is embedded across the school. • 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 successes in learning, how to improve and skills (linked to the meta skills framework). 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. • Personalisation and choice is evident in some classes • 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 	<ul style="list-style-type: none"> • Improved use of data to provide interventions. • Parental feedback • Improving trends in attainment in particular areas • 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. • Pupil senate understanding of Lesson Charter and it's use in classes – based on research • Whole staff and departmental feedback on lesson charter • SiM Visit 	<ul style="list-style-type: none"> • Further embedding of use of Tracking and Monitoring and data to improve interventions to remove barriers to learning. • Systematic use of data as per data and QA calendar launch • New reporting strategies using SHS format. • Robust CLPL structure for staff to improve teacher agency. • Greater early involvement of PTsG in direct senior phase off track mentoring • RRSA gold accreditation • Continue to improve attainment progression for off track SP pupils through staff and S6 mentoring. • Introduce findings of pupil homework audit – support booklet and evening for parents 	
--	---	---	---	--

	<p>bureaucracy Most colleagues feel confident in their use to inform improvements in learning and teaching.</p> <ul style="list-style-type: none"> • Systematic approaches to numeracy and literacy evidence gathering are being developed across the school • Pupil led learning has improved. • A core home study support package was delivered to all Senior Phase pupils, including access to Scholar, Achieve, eSgoil and other recommended apps / websites • Greater flexibility and robust evaluation of PEF literacy and numeracy strategy • Increased use of technology developed during periods of lockdown. 			
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 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. • Majority of pupils feel they have someone to talk to • Pupils have access to an independent counsellor. 	<u>Wellbeing</u> <ul style="list-style-type: none"> • Pupil tracking of HWB • Feedback from pupils. • Parental surveys. • Feedback from parents. • Feedback from partners. • Staff survey historic information • Feedback from visitors/partners. • Breakfast club records 	<u>Wellbeing</u> <ul style="list-style-type: none"> • Continue to embed the principles and practices of nurture and restorative practice by building on the progress already made in three key areas: LGBT+/Diversity; 	<ul style="list-style-type: none"> • Very good

	<ul style="list-style-type: none"> • Most relationships across the school community are positive. • 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. • MHWB qualification in place in senior phase and for selected BGE pupils • Positive relationships policy fully embedded with almost all using restorative, solution focused and emotional coaching strategies to support well being • School MHWB policy is well established across the school • Strong positive relationships between pupils, parents, and carers with IPC. • Staff Wellbeing Session, including a Wellbeing Walk delivered to whole school staff during November Inset in partnership with MWH. Many social groups run to support Staff Wellbeing • The Wellbeing Hub creates a nurturing environment for young people, including at break and lunchtime. • Wellbeing Hub established and open to all 	<ul style="list-style-type: none"> • Hub focus groups. • Exchange counselling uptake • Attendance • Attainment • QIO 3.1 Visit March 2022 • SiM visit 2023 • Glasgow Wellbeing Tracker in S1 	<p>Attachment Theory and Mental Health & Wellbeing. This will largely be achieved through SIGs (which empower pupils, staff and parents) and CLPL.</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 role of our 'Inclusion Project Coordinator' to ensure maximum impact on young people and their families. • Further establish use of the SEEMIS 'Bullying' module monthly tracking reports to identify trends and better support our pupils. • Re-introduce teenage yoga course to support wellbeing. • Continue to embed whole school MHWB policy in collaboration with colleagues, parents, 	
--	---	---	---	--

	<ul style="list-style-type: none"> • My Star used in the Wellbeing Hub to support young people • LIAM (Low Intensity Anxiety Management) offered in the Wellbeing Hub • All staff have completed the TiE Curriculum training • Wellbeing Ambassadors and staff involved in the See Me See Change Initiative through the Moray Wellbeing Hub • Emotional Coaching delivered in May 23 with a refresh and introduction session offered to the ASG in March 23. • Glasgow mentoring and Wellbeing Profile introduced to S1 pupils in PSE • YP Zone (through Aberlour Youthpoint) introduced to all young people • Review of Anti Bullying Policy with pupil voice at the centre • Level 2 Equalities Module completed during May In-Service (staff). • Level 2 Equalities Module completed (BGE). • 		<p>community, and young people.</p> <ul style="list-style-type: none"> • Continue development of Mental Health Ambassadors role within the school • Continue to embed staff lunchtime wellbeing walks • Focus on MHWB within senior induction programme 	
--	--	--	--	--

	<p><u>Fulfilment of Statutory Duties</u></p> <ul style="list-style-type: none"> • Majority of 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. • Review of internal Quality Assurance procedures for the submission of Child's Plans – allows for the sharing of good practice/appropriate support and challenge. • Systems in place to record and review Learner Profiling Strategies <p><u>Inclusion & Equality</u></p> <ul style="list-style-type: none"> • The majority of young people with a specific barrier to learning including those related to Covid are being effectively supported • Most staff and pupils understand, value and celebrate diversity and challenge discrimination. 	<p><u>Fulfilment of Statutory Duties</u></p> <ul style="list-style-type: none"> • Staff feedback & PR&D. • Observations. • Feedback from SFF visit. 	<p><u>Fulfilment of Statutory Duties</u></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 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"> • The provision of equipment continues to ensure PEF young people have necessary equipment for school day to support learning. • Provision of mentor support to S1 –3 within PEF • Introduction of too good to waste every evening • Glasgow Wellbeing with all S1 • Pupil senate evaluating and inputting to new anti-bullying policy • PSA training on BSS • Greater flexibility and improved forward planning of PEF support across the BGE curriculum. • Established Pupil Senate who meet monthly • UNCRC articles linked to the Positive Relationships Policy • Leadership opportunities for young people – Prefects/House Captains/Head Students 	<p><u>Inclusion & Equality</u></p> <ul style="list-style-type: none"> • Feedback from pupils. • 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. • Young people accessing PEF literacy support out with English. 	<ul style="list-style-type: none"> • Continue to embed the use of differentiated material and practices throughout the school. • Continue to embed the principles and practices of 'The Autism Friendly Classroom' (all staff have attended 'Autism Awareness training). • Continue to build on the progress made in relation Equality/Diversity. SIG to continue to work collegiately with the Pupil Diversity/Equalities Group to identify and plan next steps. • 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. 	
--	--	--	---	--

			<ul style="list-style-type: none"> Development of PEF intervention calendar. 	
3.2 Raising attainment and achievement <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 for current S3 for all measures shows our pupils have progressed and remain above the national norm for both last year's S3 and the current year. Leaver data is positive across all measures. We outperform our VC across Levels 4 and 5 Literacy and Numeracy, Level 4 Literacy and Levels 4 and 5 Numeracy. Leavers average total and average complementary tariff points are better than the VC for the Lowest 20%, Middle 60% and highest 20%. The Lowest 20% outperform all measures, the middle 60% outperform Moray and the highest 20% total tariff points are better than all measures. 	<ul style="list-style-type: none"> SNSA Reports Insight ACEL Data Level: Literacy predicted in June to be Level 3 91% Level 4: 32% and Numeracy Level 3, 91% and Level 4; 74% Increased number of course approval applications to SQA Pupil feedback Teacher observation Use of celebration board, social media. Achievement of Saltire awards 	<ul style="list-style-type: none"> Appropriate learner pathways developed. 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 <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Good

	<ul style="list-style-type: none"> • 96.8% of Leavers left to a positive destination, higher than all other comparators. • S4 Lowest 20% and Highest 20% Average Complementary Tariff Points outperform all comparators. • S6 Annual and Cumulative Tariff Points better than all measures and lowest 20% higher than VC. • S4, S5 and S6 Levels Literacy and Numeracy are above the VC. Numeracy levels are above the VC for all year groups. • Increased opportunities for young people to be accredited. More departments recording work done in S3 that is accredited in S4, • Nat 5 and H Applications of Maths • S4 Performance consistently above VC in B&D tables. • All leavers level 5 attainment is above the VC. • 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. • Use of data to ensure learners are placed in appropriate courses. • Use of data to highlight underperforming pupils and gaps. • Use of transition information to ensure continued learning with no dip at times of transition. • Increased number of Nat 1/2/3 opportunities in SFL as well as DfE. 		<ul style="list-style-type: none"> • 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. • Targeted use of PEF teacher to ensure young people are not experiencing a gap • Work towards increasing levels of Literacy and Numeracy at level 6. • More aspirational course choice process ensuring better progression routes for pupils. 	
--	--	--	--	--

	<ul style="list-style-type: none"> Principal Teacher of Raising Attainment embedded to work with individuals and groups; Senior Phase mentoring re-established Wider Achievement celebrated Science Baccalaureate established Embed QA calendar to support T and M and I John Muir award for S1 through Global Goals course. Saltire Award for all young people. SCQF ambassadors 			
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 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.	
2.2 Curriculum Theme 3 Learning Pathways	<ul style="list-style-type: none"> Wide curricular and extracurricular opportunities. Learning pathways being identified to ensure appropriate choices for young people. On-going work with departments to develop DYW relationships with local businesses 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 	<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) 	<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 	<ul style="list-style-type: none"> Good

	<p>and qualities so being more informed when making choices about their Senior Phase pathway.</p> <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 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 • S2 option • Ongoing review of options to improve options and pathways for all learners • Implement BGE IDL Week Sustainability at Speyside • Increased links with Moray College. All S3 pupils to undertake M/C course in school • Increased awareness of alternative and additional accreditation available to all pupils • Introduction of Mock Interviews to S5 pupils <ul style="list-style-type: none"> • Pathway Planning documentation introduced 	<p>Rural Skills, Leadership through Core PE, Travel and Tourism, Art, and Performing Arts, Media.</p> <ul style="list-style-type: none"> • Staff feedback from subject choice process. • Focus Groups • Insight • SiM visit 	<p>courses more suited to the needs of some of our learners.</p> <ul style="list-style-type: none"> • Further improve S3 positive pathways evening to include DYW partners as well as teaching staff. • 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 and develop pathways. • Increase numbers of pupils participating in appropriate work experience. • Choice process embedded into S1/2 related to options. • Ongoing SP updates related to NPA qualifications. • Evaluate the BGE IDL Week • Development of Driving Attainment curriculum • Develop global goals and identified curriculum areas to support Cairngorm 2030. 	
--	---	---	--	--

	<p>in PSE - Ongoing review of options to improve options and pathways for all learners</p> <ul style="list-style-type: none"> • Frequent recoding and reviewing of 16+ data • S2 STEM day at Moray College • PSE curriculum appropriate in several areas. • Individualised timetables for some pupils that includes work experience and other opportunities. • More pupils engaging in work experience as part of their normal week, implementation of partnership working to deliver Rural Skills • Financial package included in SP PSE 			
<p>2.7 Partnerships</p> <p>Theme 3</p> <p>Impact on learners</p> <p>The impact of parental involvement on improving children and young people's learning.</p>	<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 focus groups during parent evenings and in person information evenings reintroduced • Use of SMHW 			<ul style="list-style-type: none"> • Good.

	<ul style="list-style-type: none"> Partners involved in UPS programme. DYW partnerships developing in positive framework. Continued success for some pupils in the Career Ready programme. Wider community engagement visits to local Care home 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. Senior phase induction / positive pathways evening Back to the Future School Day delivered to parents and carers of S1 pupils. Day also offered to S2 & 3 parents/carers to be held in May 23 <ul style="list-style-type: none"> Learning conversations with parents via PTsG 			
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?
	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.	
	<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. Ensure between class transitions are better managed. 	<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 and supported through established Pathway Planning. • 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. • Introduction of Enhanced Anxiety Transition for P7 pupils in partnership with parents • Back to the Future School Day reintroduced and to run for year groups who missed this opportunity in Covid 	<ul style="list-style-type: none"> • Pastoral feedback. • Parental Feedback • SiM 	<ul style="list-style-type: none"> • Develop more systematic curricular partnerships to improve outcomes for young people • Gather pupil and parent feedback regarding Enhanced Anxiety Transition 	
--	--	--	--	--

DRAFT

