



School Improvement Plan

School:

Speyside High School 2024/25

Plan term:

1 year 2 years* 3 years*

Link Officer:

Willem Smit

*on discussion with Link Officer/QIM, context based

Priority 1

Summary of Priority: Leadership of Change

Key links to Moray Education Priority Area(s):

- Leadership of change and empowerment
- Ensuring wellbeing, equality and inclusion

- Learning, Teaching and Assessment
- Curriculum

- Raising achievement and attainment
- Self-evaluation for school improvement

NIF Priorities:	NIF Drivers:	Children's Services Plan:	HGIOS?4 QIs:
<ul style="list-style-type: none"> <input checked="" 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 checked="" type="checkbox"/> Improvement in skills and sustained, positive school leaver destinations for all young people <input checked="" type="checkbox"/> Improvements in attainment, particularly in Literacy and Numeracy 	<ul style="list-style-type: none"> <input checked="" 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 checked="" type="checkbox"/> Performance Information 	<ul style="list-style-type: none"> <input type="checkbox"/> P1: Overcoming challenges – disability, neurodiversity <input type="checkbox"/> P2: Tackling child poverty <input checked="" type="checkbox"/> P3: Improving CYP mental wellbeing <input type="checkbox"/> P4: Strengthening family support <input checked="" type="checkbox"/> P5: Improving CECYP outcomes 	<ul style="list-style-type: none"> <input type="checkbox"/> 1.1 <input type="checkbox"/> 1.2 <input checked="" type="checkbox"/> 1.3 <input type="checkbox"/> 1.4 <input type="checkbox"/> 1.5 <input type="checkbox"/> 2.1 <input checked="" type="checkbox"/> 2.2 <input checked="" type="checkbox"/> 2.3 <input type="checkbox"/> 2.4 <input type="checkbox"/> 2.5 <input type="checkbox"/> 2.6 <input type="checkbox"/> 2.7 <input type="checkbox"/> 3.1 <input checked="" type="checkbox"/> 3.2 <input type="checkbox"/> 3.3

Actions	Outcomes for learners	Timescales	Responsible	Measures of success
Embed revised S.E. policy developed by colleagues to ensure consistent evaluation leading to positive outcomes for young people	Young people's voices are central to development so they are heard and taken account of	24/25	PG	<ul style="list-style-type: none"> • Assessment used at appropriate times to relate to tracking windows by all departments • Feedback from young people that voice has been listened to.
Middle leadership Induction programme initiated	Learners will have a consistent experience in relation to how departments are ran	STWG Aug – Oct to develop	PG/STWG	<ul style="list-style-type: none"> • All PTs feel confident in managing the role
Maintain QA calendars and include L & T objectives	Deadlines for T & M & I will be met to improve outcome	24/25 confirmed	PG/STWG	<ul style="list-style-type: none"> • QA calendar followed by all staff and in addition Learning Walks embedded.
Embed revised agreed values and agreed vision	Learners feel they have a voice and are included. Whole school is included and referring to vision and values in all that is done.	24/25	PG/AMaCI/All Colleagues	<ul style="list-style-type: none"> • Merits being awarded for agreed concepts around values • All interactions with all stakeholders are based on vision and values • Assemblies completed related to new values

				<ul style="list-style-type: none"> Focus groups show that almost all pupils know and use the new school values.
Embed pupil voice within COSD and SIP built into DA/UPS	Pupil voice is heard and informs improvements	24/25	PG/HD/SG	<ul style="list-style-type: none"> Completed survey You say we did boards Most young people recognise their voice is being heard and acted upon
Develop leadership academy:- <ul style="list-style-type: none"> To provide whole school opportunities To provide departmental opportunities 	Young people develop leadership skills	24/25	JH + Pupil Leadership Working Group + SCQF Ambassadors Group (EP)	<ul style="list-style-type: none"> Young people all have opportunities for leadership and most young people engage with this. Achieving Silver SCQF Ambassadors Award
Embed Tracking, Monitoring & Interventions policy	Consistent approach is embedded so that Tracking Monitoring and Interventions are completed in timely manner	August 24	PG	<ul style="list-style-type: none"> Young people who are tracked as underperforming have appropriate and timely interventions in place Learning and Teaching next steps is informed Young people who are performing well in tracking are celebrated All PTs actively using the TM&I policy.
Begin evaluation of Senior Phase curriculum to explore Foundation Apprenticeship and more flexible timetables	A more flexible curriculum offer including Foundation Apprenticeships, and work experience	24/25	EP/PG	<ul style="list-style-type: none"> Two Foundation Apprenticeships offered
Use participation and WA/Extra-curricular survey to ensure all young people participate and Metaskills are being developed	Young people who may not have or take opportunities to participate in activities out with class can be tracked Metaskills development tracked		Leadership working group/PG/HD/MMcW	<ul style="list-style-type: none"> Increased uptake of extracurricular activities Increased extracurricular activities offered S1 freshers fair open to all year groups and parents Metaskills development noted
Decolonising the curriculum.	Learners will experience learning inputs which encourages supportive and productive discussions about our connections to colonising cultural, scientific, political and economic systems.	23/26 (continuing)	LC and Working Group	<ul style="list-style-type: none"> All departments in the school have engaged with the decolonising toolkit, and have entered a return for an agreed number of key questions.
Building Racial Literacy is a thread in our continued work towards embedding	Learners will experience anti-racist learning inputs within a supportive environment.	23/26 (continuing)	KT, LC & working groups	<ul style="list-style-type: none"> Building Racial Literacy will be offered as CLPL for all colleagues.

Learning for Sustainability as we aim for Target 2030.				<ul style="list-style-type: none">• Building Racial Literacy will be implemented within BGE Global Goals.
<i>Evidence of impact/self-evaluation to be gathered in respect of the actions noted above:</i>				



Priority 2

Summary of Priority: **Learning, Teaching & Assessment**

Key links to Moray Education Priority Area(s):

- | | | |
|---|--|---|
| <input type="checkbox"/> Leadership of change and empowerment | <input type="checkbox"/> Learning, Teaching and Assessment | <input type="checkbox"/> Raising achievement and attainment |
| <input type="checkbox"/> Ensuring wellbeing, equality and inclusion | <input type="checkbox"/> Curriculum | <input type="checkbox"/> Self-evaluation for school improvement |

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 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 checked="" 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 checked="" type="checkbox"/> Performance Information	<input checked="" type="checkbox"/> P1: Overcoming challenges – disability, neurodiversity <input type="checkbox"/> P2: Tackling child poverty <input checked="" type="checkbox"/> P3: Improving CYP mental wellbeing <input type="checkbox"/> P4: Strengthening family support <input type="checkbox"/> P5: Improving CECYP outcomes	<input type="checkbox"/> 1.1 <input type="checkbox"/> 1.2 <input type="checkbox"/> 1.3 <input type="checkbox"/> 1.4 <input type="checkbox"/> 1.5 <input type="checkbox"/> 2.1 <input type="checkbox"/> 2.2 <input checked="" type="checkbox"/> 2.3 <input type="checkbox"/> 2.4 <input type="checkbox"/> 2.5 <input type="checkbox"/> 2.6 <input type="checkbox"/> 2.7 <input type="checkbox"/> 3.1 <input type="checkbox"/> 3.2 <input type="checkbox"/> 3.3

Actions	Outcomes for learners	Timescales	Responsible	Measures of success
Launch The Speyside Way Learning & Teaching folder for each colleague to centralise all pedagogical development materials.	Enhanced quality of learning and teaching experienced by all.	Aug 24	MM	By June 2024 all colleagues will have made use of The Speyside Way folder to: <ul style="list-style-type: none"> • Store and update their Pedagogy Learning Plan. • Keep a record of their observations and feedbacks. • Reference and amend their notes on pedagogical practices from The Speyside Way. • Record progress in their TLC, including keeping copies of professional reading / research.
Improve the consistency of implementation of key pedagogical practices from the Lesson Charter through modelling <i>The Speyside Way</i> to colleagues with a focus every three weeks.	Young people will experience a rise in quality and consistency of their experience across their lessons. They will see familiar	Jun 24	MM, PG L&T Group	Most colleague self-evaluations of Learning & Teaching have improved in confidence in each area of the Learning & Teaching Wheel.

	techniques used to frame, appropriately pace and develop challenge within lessons. Young people's needs will be met through engaging and differentiated learning and teaching.			<p>Almost all (>80%) Learning Walks carried out by SLT and ELT show a consistent approach to pedagogy using The Speyside Way. This will increase from a benchmark set in June 2024.</p> <ul style="list-style-type: none"> Most young people will have identified that teachers use consistent techniques, like Learning Intentions and Success Criteria in their lessons. This will show improvement from a baseline measurement set in August 2024.
Support colleague professional learning through departmental reading.	Engaged and enthused will be employing new practices and principles to support and engross learners.	Aug 24	MM, PG	<ul style="list-style-type: none"> All departments will have been provided a copy (for each member of staff) of a book of their choice for exploring learning and teaching. Some departments will use a buddy system to undertake paired-reading where appropriate and agreed by those departments.
Support colleague professional learning and pedagogical development through Speyside Way Professional Learning Plans (PLP) as part of <i>The Speyside Way</i> .	Colleagues will be better able to support and engage learners.	Aug 24 Termly Review	MM	<ul style="list-style-type: none"> All colleagues will have created and reflected on a Pedagogy Learning Plan related to their previous lesson observation feedback and self-reflection on implementation of trusted techniques from The Speyside Way / Power up Your Pedagogy.
Continue to develop practitioner enquiry through TLCs, in partnership with UHI Inverness.	Improvement in the experience for young people will be at the heart of each TLC. Each TLC will be research informed and colleagues will carry out tests of change and evaluate the impact upon learners.	Oct 24 – May 25	MM MW (UHI)	<p>Improvement in colleague perceptions of TLC / Practitioner Enquiry.</p> <p>All colleagues will participate in practitioner enquiry to carry out change / improvement in their practice using PDSA Cycles.</p> <p>A record of learning will be completed, showing the learning which has taken place over the academic year.</p> <p>Almost all colleagues will have accessed professional reading in academic journals through UHI Inverness Library.</p>

				<ul style="list-style-type: none"> • UHI Inverness evaluate the programme and the school receive positive feedback and next steps.
Enhance support for colleague development via feedback from lesson observations.	Colleagues will receive enhanced feedback which will support improvement in lesson delivery to young people.	Oct 24	MM, PG Observation Group	<p>All Senior and Middle Leaders have increased confidence to give effective feedback which supports colleague development in a manageable and tangible way.</p> <ul style="list-style-type: none"> • Some colleagues are developing their skills as instructional coaches through a Working Group to evaluate the possibility of using Teaching Walkthrus as a platform to support feedback.
<p>Continue to embed metaskills within BGE and extend support resources into SP</p> <ul style="list-style-type: none"> • Personalised support resources to be given to all departments to support skills conversations and profiling within BGE • Skills profiling to be adopted across all departments <p>Development of senior phase support resources</p>	Greater confidence from young people in articulating and recording their skills development Skills profiling occur across all departments.	<p>Launch Aug '24</p> <p>SP materials Dec '24</p> <p>Review BGE Jan '24</p>	MMcW/HD	<p>Young people can articulate and evidence their skills in discussion through learning conversations and completion of individual skills profiles.</p> <p>Observation feedback</p>
Implement the Reading Schools program.	Learners will have more opportunities to engage with reading in the curriculum and for pleasure. Parent/carer engagement will support reading in the home.	24/25	SOH, EQ Working Group	<p>Reading Schools Bronze Award.</p> <p>Reading Schools Silver Award.</p> <p>Some parents engaging with the program.</p>
<p>Continue Cairngorm 2030 involvement:</p> <ul style="list-style-type: none"> • Building nature connectivity • Building activism and social advocacy • Integration into IDL week and senior induction 	<p>Increased exposure to Learning for Sustainability curriculum.</p> <p>Greater partnership working to ensure relevance within curriculum.</p>	Ongoing	HD/ C2030 action group	<p>Opportunities for young people to engage in C2030 connected learning with at least three different departments.</p>

Evidence of impact/self-evaluation to be gathered in respect of the actions noted above:



Priority 3

Summary of Priority: Raising Attainment

Key links to Moray Education Priority Area(s):

- | | | |
|---|--|---|
| <input type="checkbox"/> Leadership of change and empowerment | <input type="checkbox"/> Learning, Teaching and Assessment | <input type="checkbox"/> Raising achievement and attainment |
| <input type="checkbox"/> Ensuring wellbeing, equality and inclusion | <input type="checkbox"/> Curriculum | <input type="checkbox"/> Self-evaluation for school improvement |

NIF Priorities:

NIF Drivers:

Children's Services Plan:

HGIOS?4 QIs:

- 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

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

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

- | | | |
|------------------------------|------------------------------|------------------------------|
| <input type="checkbox"/> 1.1 | <input type="checkbox"/> 2.1 | |
| <input type="checkbox"/> 1.2 | <input type="checkbox"/> 2.2 | |
| <input type="checkbox"/> 1.3 | <input type="checkbox"/> 2.3 | <input type="checkbox"/> 3.1 |
| <input type="checkbox"/> 1.4 | <input type="checkbox"/> 2.4 | <input 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 type="checkbox"/> 2.7 | |

Actions	Outcomes for learners	Timescales	Responsible	Measures of success
<p>Support and appropriate interventions made to ensure young people remain on track and able to be successful in all chosen courses.</p> <p>BGE</p> <ul style="list-style-type: none"> • Analysis of MidYIS, tracking, ACEL, etc to ensure all young people's choices are appropriate for all year groups. <p>Senior phase</p> <p>Continued focus on successful attainment for 5@5 into 5@6, PEF and L20 S5.</p> <ul style="list-style-type: none"> • Assertive coursing • Meet and track targeted 5@6 group and L20 S5 cohort 	<p>Increased attainment, in particular literacy and numeracy</p> <p>Greater success in achieving 5 Highers in S5</p> <p>More young people able to do choices in S5 that align with choices made in S4</p> <p>Improved attainment for L20 and H20 cohorts</p> <p>Reduction in poverty related attainment gap</p>	<p>Ongoing</p> <p>Timetable check Jun '24</p> <p>Meet group Aug '24</p> <p>Ongoing monitoring at tracking</p>	<p>Teaching staff, PTsG + Year heads</p> <p>PT RA/HD</p> <p>PT English /Maths</p>	<p>BGE</p> <ul style="list-style-type: none"> • Decrease in PEF attainment gap in S3 level 4 literacy to less than 20% from a base line of 26% in 2023-24. • Decrease in PEF attainment gap in S3 level 4 numeracy to less than 25% from a base line of 31% in 2023-24. <p>Senior Phase</p> <ul style="list-style-type: none"> • S4: achievement of 55% 5@5 from a base line of 49.4% in 2023-24 • S5: continued achievement of 30.1% 5@6 from a base line of 30.1% in 2023-24

<ul style="list-style-type: none"> Further opportunities to support ambition and motivation to succeed e.g. UCAS event. 				<ul style="list-style-type: none"> S5 L20: Achievement of annual total tariff points in line with VC from a baseline of 29% below VC in 2023-24. Decrease in PEF attainment gap in S4 level 5 literacy to less than 10% from a baseline of 14% in 2023-24. Decrease in PEF attainment gap in S4 level 5 numeracy to less than 10% from a baseline of 12% in 2023-24.
<p>Improved targeting of literacy WA options</p> <ul style="list-style-type: none"> Visit other schools to find out successful strategies Early identification of relevant young people Booster sessions for relevant young people 	Increased success at level 6 literacy	Review Aug '24 Ongoing monitoring at tracking	HD/ MMcW/ PT RA/ PT English	<p>Improvement in L6 literacy in S5 to 58% from a base line of 53% in 2023-24.</p> <p>No young person leaves SHS without literacy achievement that is maximum one level below their other achievement levels.</p>
<p>Improved DA experience</p> <ul style="list-style-type: none"> Creation of detailed timeline <p>Partnership with Change MH</p>	Greater support for success in exams	Jun '24-Apr '25	PT RA	<p>Young person feedback</p> <p>Integration of Change MH resources into DA curriculum</p> <ul style="list-style-type: none"> Opportunities for partnership delivery of DA curriculum e.g. employer / FE / HE

Evidence of impact/self-evaluation to be gathered in respect of the actions noted above:

Priority 4

Summary of Priority: Curriculum

Key links to Moray Education Priority Area(s):

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|---|--|---|
| <input type="checkbox"/> Leadership of change and empowerment | <input type="checkbox"/> Learning, Teaching and Assessment | <input type="checkbox"/> Raising achievement and attainment |
| <input type="checkbox"/> Ensuring wellbeing, equality and inclusion | <input checked="" type="checkbox"/> Curriculum | <input type="checkbox"/> Self-evaluation for school improvement |

NIF Priorities:	NIF Drivers:	Children's Services Plan:	HGIOS?4 QIs:
<input checked="" type="checkbox"/> Placing human rights and needs of every child and young person at centre <input 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 checked="" type="checkbox"/> Improvement in skills and sustained, positive school leaver destinations for all young people <input checked="" type="checkbox"/> Improvements in attainment, particularly in Literacy and Numeracy	<input checked="" type="checkbox"/> School and ELC Leadership <input type="checkbox"/> Teacher and practitioner professionalism <input type="checkbox"/> Parent/carer involvement and engagement <input checked="" type="checkbox"/> Curriculum and assessment <input type="checkbox"/> School and ELC Improvement <input checked="" type="checkbox"/> Performance Information	<input checked="" type="checkbox"/> P1: Overcoming challenges – disability, neurodiversity <input checked="" type="checkbox"/> P2: Tackling child poverty <input checked="" type="checkbox"/> P3: Improving CYP mental wellbeing <input checked="" type="checkbox"/> P4: Strengthening family support <input checked="" type="checkbox"/> P5: Improving CECYP outcomes	<input type="checkbox"/> 1.1 <input type="checkbox"/> 1.2 <input checked="" type="checkbox"/> 1.3 <input type="checkbox"/> 1.4 <input checked="" type="checkbox"/> 1.5 <input type="checkbox"/> 2.1 <input checked="" type="checkbox"/> 2.2 <input type="checkbox"/> 2.3 <input checked="" type="checkbox"/> 2.4 <input type="checkbox"/> 2.5 <input checked="" type="checkbox"/> 2.6 <input type="checkbox"/> 2.7 <input type="checkbox"/> 3.1 <input checked="" type="checkbox"/> 3.2 <input checked="" type="checkbox"/> 3.3

Actions	Outcomes for learners	Timescales	Responsible	Measures of success
Review of Curriculum Rationale using the Northern Alliance Toolkit in light of our new values and developments in our curriculum in recent years.	Curriculum reviewed to ensure it meets the needs of our young people. Curriculum rationale is updated to reflect this. Curriculum reflects the needs of our young people.	Aug to December	EP + Working group	<ul style="list-style-type: none"> Rationale and overview are updated having consulted with all stakeholders. All young people have been consulted along with the opportunity for colleagues, parents/carers and partners Curriculum reflects 16+ data, taking into account our unique, small school context. Draft rationale produced
Understanding of what a Speyside Learner is	A clear vision within our context of experiences and outcomes they will experience	Dec 24	EP	<ul style="list-style-type: none"> Agreed paragraph of what a Speyside Learner is
Review of timetabling and course choice timeline and process.	Appropriate and aspirational coursing.	Feb 25	EP / FM / PG / PTG	<ul style="list-style-type: none"> Reduction in course/level changes. <ul style="list-style-type: none"> Course changes Aug 24/25: <150 Level post-prelim 24/25: <150 Aim for 25/26:

<p>Further FAs introduced and available as options for 2025-26. Raising awareness of opportunities with school community. Identify funding Support implementation of new course, gain approval as required.</p>	<p>Wider and more career oriented course choice offer. Increased opportunities, leading to raising attainment. Opportunities exist for young people</p>	<p>Ready for Senior phase choices – Dec 2024 September (staff) Young people/parents December</p>	<p>EP/PG/PTs</p>	<ul style="list-style-type: none"> • Plans in place to run courses • Courses in place – learner uptake • Some young people doing FAs in partnership with Aberdeenshire council
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Evidence of impact/self-evaluation to be gathered in respect of the actions noted above:

Priority 5

Summary of Priority: **[Improving Wellbeing, Equality and Inclusion]**

Key links to Moray Education Priority Area(s):

- | | | |
|---|--|---|
| <input type="checkbox"/> Leadership of change and empowerment | <input type="checkbox"/> Learning, Teaching and Assessment | <input type="checkbox"/> Raising achievement and attainment |
| <input type="checkbox"/> Ensuring wellbeing, equality and inclusion | <input type="checkbox"/> Curriculum | <input type="checkbox"/> Self-evaluation for school improvement |

NIF Priorities:	NIF Drivers:	Children's Services Plan:	HGIOS?4 QIs:
<input checked="" 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 checked="" 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 checked="" type="checkbox"/> School and ELC Leadership <input checked="" type="checkbox"/> Teacher and practitioner professionalism <input type="checkbox"/> Parent/carer involvement and engagement <input type="checkbox"/> Curriculum and assessment <input checked="" type="checkbox"/> School and ELC Improvement <input checked="" type="checkbox"/> Performance Information	<input type="checkbox"/> <u>P1</u> : Overcoming challenges – disability, neurodiversity <input checked="" type="checkbox"/> <u>P2</u> : Tackling child poverty <input checked="" type="checkbox"/> <u>P3</u> : Improving CYP mental wellbeing <input type="checkbox"/> <u>P4</u> : Strengthening family support <input checked="" type="checkbox"/> <u>P5</u> : Improving CECYP outcomes	<input type="checkbox"/> 1.1 <input type="checkbox"/> 1.2 <input type="checkbox"/> 1.3 <input type="checkbox"/> 1.4 <input type="checkbox"/> 1.5 <input checked="" type="checkbox"/> 2.1 <input type="checkbox"/> 2.2 <input 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 type="checkbox"/> 3.2 <input type="checkbox"/> 3.3

Actions	Outcomes for learners	Timescales	Responsible	Measures of success
UNCRC Implementation within policies and curriculum resources	Young people experience and recognise their rights	24/25	All MMcW/CMacC	<ul style="list-style-type: none"> 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
Relaunch 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	24/25	AMac/HWB Group/All staff	<ul style="list-style-type: none"> Reduced Transfers and Exclusions, Increased Attendance Base point measure session 23/24 - Timeouts 225, Exclusions – 15 (S1 – 1 pupil (F), 2 days, S2 – 3 pupils (2F/1M), 5 days, S3 – 8 pupils (3F/5M) 10 days, S4 – 1 pupil (M), S5 – 2 pupils (F/M) 2.5 days), Attendance - Whole school 89.94%, S1 – 90.14%, S2 –

				<p>89.86%, S3 – 88.18%, S4 – 89.63%, S5 – 91.96%, S6 – 91.68%</p> <ul style="list-style-type: none"> • Ensure evaluation and timed/targeted work to support young people access classes – Hub
<p>Embed appropriate use of Glasgow Motivation and Wellbeing profile data and effective implementation of intervention and impact tracking for S1-S6.</p> <p>Embed RAG rating for S1 to S6 to measure wellbeing at points throughout the year to correlate with the GMWP data analysis.</p> <p>Continue to record and reflect on interventions used to measure the impact of support.</p>	<p>Improved wellbeing for young people across the curriculum</p>	24/25	PTsG/AM	<ul style="list-style-type: none"> • Measure of GMWB and wellbeing RAG at 3 intervals throughout the year – interventions recorded and measured • Improved wellbeing of young people – base point measure for individuals should take into consideration their attendance, lates to class, demerits, internal and external exclusion data for previous academic sessions and throughout 24/25. • Embedded use of intervention tracking spreadsheet with evidenced actions and impact. • At least one wellbeing case study to be completed by PTsG, PT SfL and IPC.
<p>Evaluation of Hub provision</p>	<p>Ensure a positive experience and opportunity for more YP to access</p>	24/25	ST/AMac	<ul style="list-style-type: none"> • 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>Introduction of formalised Reflect and Resolve support.</p>	<p>An opportunity to reflect on behaviours which led to the reflection day in a supportive manner with scope for additional interventions to be applied to prevent further reflection days in the future or</p>	24/25	ST/SLT	<ul style="list-style-type: none"> • Baseline data regarding reflect and resolve day to be formally recorded to give a data range to measure impact. • Reduction in exclusion rates - Base point measure session 23/24 Exclusions – 15 (S1 – 1 pupil (F), 2 days, S2 – 3 pupils (2F/1M), 5 days, S3 – 8 pupils (3F/5M) 10 days, S4 – 1 pupil (M), S5 – 2 pupils (F/M) 2.5 days)

	escalation to external exclusion.			<ul style="list-style-type: none"> 6 month review after internal to see if impact of support has prevented further internal or escalation to external exclusion.
Introduction of formalised External Exclusion support.	An opportunity to reflect on behaviours which led to external exclusion in a supportive manner with scope for additional interventions to be applied to prevent further exclusions in the future.	24/25	ST/SLT	<ul style="list-style-type: none"> Reduction in exclusion rates - Base point measure session 23/24 Exclusions – 15 (S1 – 1 pupil (F), 2 days, S2 – 3 pupils (2F/1M), 5 days, S3 – 8 pupils (3F/5M) 10 days, S4 – 1 pupil (M), S5 – 2 pupils (F/M) 2.5 days) 6 month review of individuals after exclusion to see if impact of support has prevented further exclusions.
Continue to develop the feeling of belonging at SHS and within house groups through whole school activities and participation	Feeling of belonging to SHS and house group to improve wellbeing and participation	24/25	All colleagues/ PTsG/JH/NR/CM/AJ/SG	<ul style="list-style-type: none"> 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. Measure of success – ES Style Survey
Continue to develop opportunities for pupil leadership through our Leadership Academy	YP develop leadership skills for the wider world and employability	24/25	PTsG/JH+Working Group/Student Leadership Team	<ul style="list-style-type: none"> Analysis of YP involved in leadership activities at start and end of year YP feedback questionnaire
Implementation of revised Anti bullying policy	Young people report that they feel safe and that they feel that bullying situations are well handled through questionnaire	24/25	PTsG/Working Group	<ul style="list-style-type: none"> Reduce recorded Seemis bully logs – 19/20 - 2 incidents, 20/21 - 1 incident, 21/22 - 4 incidents, 22/23 - 6 incidents, 23/24 - 29 incidents. A record of visits to PTsG related to bullying will be recorded for each year and provide baseline for measure of improvement in next year. Along with use of bullying log being applied. Reduced complaints from parents regarding bullying – check parental calls in term 1 re bullying and compare across term 2 etc
Relaunch of attendance and lateness procedures and strategies to	Young people and families are supported to increase and maintain attendance in line with an agreed threshold	24/25	AMac/Pupil Support Team	<ul style="list-style-type: none"> Improved attendance - current trend from 91.3% in 19/20 to 87.7% in 22/23 - value 23/24 to 89.94%. Use Pareto Principles to measure patterns of absence related to:

communicate, track and evaluate impact of interventions.	following review of authority thresholds and information.			day, week in term, year group and other parameters agreed (including protected groups)
Introduction of the Mentors in Violence Prevention (MVP) peer mentoring programme to enable young people the chance to explore and challenge the attitudes, beliefs and cultural norms that underpin all forms of gender-based violence in our society.	Senior Phase pupils are trained as MVP mentors and are responsible for delivering MVP scenarios as part of S2 Global Goals with assistance from Staff mentors.	24/25	LH/DH/LC/AMac/Young People	<ul style="list-style-type: none"> Improved measure of knowledge and attitudes towards violence prevention and the bystander approach, acceptability of violence perpetration, and perceptions of other students following baseline assessments at the start of the Senior phase training and peer mentor input.
Review of Speyside High School Mental Health and Wellbeing Policy.	Young people, staff and families have an understanding and awareness of common mental health issues and where to access appropriate supports.	24/25	AMac/Working Goup	<ul style="list-style-type: none"> Introduction of baseline data recording in relation to number of times young people/families are signposted to policy as a support guide on the Wellbeing data base. Individual analysis of impact to be carried out through attendance tracking, lates, attainment, internal and external exclusion data, through individual GMWP data and RAG rating throughout session 24/25.
Continue to develop opportunities for pupil leadership. <ul style="list-style-type: none"> Peer mentor training All S6 to contribute to the life of the school within volunteering Recorded with Saltire awards 	Greater opportunities for YP to develop skills required for learning, life and work. Improved content of CVs for employment / FE / HE applications	Peer training Jun '24 Ongoing monitoring during DA	JH, AJ, NR, SG, PTsG	Young person feedback. Departmental support feedback. Almost all S6 pupils have Saltire award achievement related to their leadership and volunteering activities. Leadership award SCQF.
Introducing The Circle resource to the whole school through the Circle SIG with an initial focus on staff reflection of their practice in relation to the 'Social Environment' through the Inclusive Classroom Scale and reflective questions.	Young people with ASN and emerging ASN needs feeling safe and comfortable in mainstream classroom environments and this being reflected in their attendance and attainment.	24-25	AM, AJ and The Circle SIG	<ul style="list-style-type: none"> Increased attendance in mainstream classes through individual attendance data of ASN pupils Staff completing the Inclusive Practice Scale for their classroom at two points throughout the academic year with regards the 'Social Environment' and production of their planning page

				<ul style="list-style-type: none">• Pupil voice through before and after survey
PEF DIP			HD and McM	<ul style="list-style-type: none">•
<i>Evidence of impact/self-evaluation to be gathered in respect of the actions noted above:</i>				

