SCHOOL:	Speyside High School	QIO/QIM LINK:	Willem Smit / Stewart McLauchlan

Priority 1

Summary of Priority

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

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

Actions	Outcomes for learners	Timescales	Responsible	Measures of success
Review of Positive Relationships Policy in light of UNCRC and use of restorative practice. Introduction of use of Emotional Coaching as per In Service May 2022. Implementation of Glasgow wellbeing profile for S1	Continued development of positive relationships across the school.		CB Building Positive Relationships Working Group All	Reduced transfers of boys in BGE. Colleague feedback at Staff meeting in new session Reduced referrals to PTsG Pupil focus group feedback Improved engagement of young people across the school who access the Hub – measured by qualitative data and pupil feedback.
Review of Hub attendance	Clear targets and timelines shared to support targeted young people wellbeing		Hub and CB	QIO/ESO visits Parental Feedback from questionnaire at parents/carers evening and particular focused feedback from Hub parents/carers
Update of curriculum following TIE training May 2022	Curriculum that is more representative of all sections of society		CMcW and W/G	

Priority 2

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

NIF Priorities:	NIF Drivers:	Children's Services Plan:		HGIOS?4 QIs:
X Improvements in attainment, particularly in Literacy and Numeracy X Closing the attainment gap between the most and least disadvantaged children Improvement in children and young people's health and wellbeing Improvement in employability skills and sustained, positive school leaver destinations for all young people	☐ School Leadership x Teacher Professionalism ☐ Parental Engagement x Assessment of Children's Progress x School Improvement ☐ Performance Information	x Priority 1 – Improve Wellbeing ☐ Priority 2 – Safeguarding ☐ Priority 3 – Poverty ☐ Priority 4 – Corporate Parenting	☐ 1.1 x1.2 x 1.3 ☐ 1.4 ☐ 1.5	☐ 2.1 ☐ 2.2 x 2.3 x 2.4 ☐ 2.5 ☐ 2.6 ☐ 2.7 x 3.1 x 3.2 ☐ 3.3

Actions	Outcomes for learners	Timescales	Responsible	Measures of success
Continue use of agreed Lesson Charter to support Excellent Learning and Teaching, related to Moray Standard Particular focus on differentiation to aid pupil led learning, pupil voice and pace and challenge – through teach meets and learning trios and develop colleague practices. Introduction of Retrieval Practice consistently across the school and parental involvement in homework (event in September 2022)	Engaged interested young people classes with friendly atmosphere and where working partnerships are friendly (NASIP) Directed support and guidance in study skills to improve their attainment. Partnership working with parents/carers to support learning and attainment	2022-2024	PG/MMcW/Working group SG/MMcW – Teach Meets/Working group HAG and all staff	Lesson Observation as per QA calendar Learning Trio showcase by colleagues Attendance at Teach meets Pupil Feedback via senate and focus groups Teacher enjoyment and development
IDL included in BGE IDL to be timetabled for S1/2 in 23/24 timetable	Active learning and deep independent learning experienced with development of skills across curricular areas			
Moderation	Appropriate levels gained through informed practice.	QAMSO ASG	QAMSO ASG	Confidence in ACEL Data

Priority 3

Summary of Priority

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

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

Actions	Outcomes for learners	Timescales	Responsible	Measures of success
Self-Evaluation: School Improvement Reestablishment of QA calendar supported by data analysis in line with calendar Continue use Michael Fullan right driver inputs regarding wellbeing and learning and other drivers	Planned evaluation of learning to ensure best outcomes Supported use of data to ensure best outcomes e.g. maintaining full courses at level 5 through appropriate interventions Support community in school improvement for the 21st century.		PG/HD PG	DHT Link meeting with PTs minutes– 3 weekly cycle Reduced course level changes as young people data tracked, monitored and interventions eg ensuring use of Confidential booklet to meet learner's needs, mentoring and peer support interventions.

Priority 4

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

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

Actions	Outcomes for learners	Timescales	Responsible	Measures of success
BGE curriculum development	Appropriate development in subjects prior to moving into Senior Phase		EP	S3 curriculum renewed to accommodate community feedback re S3 curriculum
Raising Attainment – Moray Raising Attainment Strategy Particular focus on Improving outcomes for S5 Leavers at level 6 in conjunction with % S5 students achieving 5 at level 6. Ensure resilience of young people in S4 to maintain Level 5 courses Leadership Academy Senior Phase Maintain % positive destination – use of SDS data. Further and continued maximisation of appropriate accreditation across the curriculum in Senior Phase and BGE	Improved tariff point for individual young people Increased achievement and attainment gained for all young people Young people complete courses at appropriate levels (particularly level 5 in S4) Access to improved opportunities regarding Skills for Work NPAs where appropriate.		EP/CB/MMcW/WG PTsG/Admin	SCQF ambassadors embedded. DHT and PT link meeting minutes Increased tariff points – resilience in level 5/6 covers. Moray Raising Attainment Strategy target is 38% currently SHS at →24% S5 leavers gaining 5 awards at level 6 Leadership at Level 5/6 implemented Reduced change of level in Senior Phase Scottish Studies implemented Collaboration with partners to support positive destination Calendar of 16+ tab data input agreed and used
Use of BGE Tracking and Monitoring and collaboration between Numeracy, Literacy and SfL and all colleagues Revisit moderation process to embed confidence in ACEL data	Continued focus on maintaining numeracy attainment and improving literacy attainment – use of BGE monitoring, tracking and intervention to provide best outcome for young people		EP All colleagues QAMSOs and All	Improved Literacy @ level 4 (SQA) from 20/21 91% to 22/23→98% as per Moray Strategy. Continued focus om maintaining excellent numeracy attainment. Use of developed referral for BGE literacy numeracy tracking concerns
Skills development poster/ passport/tracker related to embedded DY in BGE/SP/UPS developed. (Technical – how computers work, Communications, Listening, Awareness, Acceptance, Trust, , Co-operation NASIP)	Young people are able to articulate and exemplify their skills and discuss where they have used them		HD/MMcW/CBJ/NB Working group	Use of skills identified by NASIP Pupil Senate Group. Young people are able to articulate and exemplify their skills and discuss where they have used them Quality of BGE Reflection sheet

Priority 5

Summary of Priority

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

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

In the HGIOS?4 QIs column: X 3.1, x 3.2, x 3.3

Actions	Outcomes for learners	Timescales	Responsible	Measures of success
Engage with Cairngorms 2030 Heritage Horizons	Pupil voice used to develop and co-create a vision of better fairer and more sustainable community/school	2023-2030	Community	Development of action plan
PEF Improvement Planner See attached				

Evidence to support reduced bureaucracy/workload of teachers