



School Improvement Plan

School:

Speyside High School 2025/26/27

Plan term:

☐ 1 year ☒ 2 years* ☐ 3 years*

Link Officer:

Stewart McLauchlan

*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:

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

NIF Drivers:

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

Children's Services Plan:

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

HGIOS?4 QIs:

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| <input type="checkbox"/> 1.1 | <input checked="" type="checkbox"/> 2.1 | |
| <input type="checkbox"/> 1.2 | <input checked="" type="checkbox"/> 2.2 | <input type="checkbox"/> 3.1 |
| <input checked="" type="checkbox"/> 1.3 | <input checked="" type="checkbox"/> 2.3 | <input checked="" type="checkbox"/> 3.2 |
| <input type="checkbox"/> 1.4 | <input type="checkbox"/> 2.4 | <input type="checkbox"/> 3.3 |
| <input type="checkbox"/> 1.5 | <input type="checkbox"/> 2.5 | |
| | <input type="checkbox"/> 2.6 | |
| | <input type="checkbox"/> 2.7 | |

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 Embed challenge questions into tri weekly meetings to support strategic plans	Young people's voices are central to development, so they are heard and taken account of	25/26	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.
25/26 Middle leadership Induction programme initiated	Learners will have a consistent experience in relation to how departments are running	STWG Aug – Oct to develop	PG/STWG	<ul style="list-style-type: none"> All PTs feel confident in managing and understanding their role
Maintain QA calendars	Deadlines for T & M & I will be met to improve outcome – young people will understand their levels and how to improve them across SP and BGE	25/27	PG/STWG	<ul style="list-style-type: none"> QA calendar followed by all staff and in addition Learning Walks embedded.
Continue to embed revised agreed values and agreed vision. Particularly in relation	Learners feel they have a voice and are included.	25/27	PG/AMaC/All Colleagues	<ul style="list-style-type: none"> Merits being awarded for agreed concepts around values

to creativity and ambition within learning environment From parental input improve family learning/understanding of tracking reports	Whole school is included and referring to vision and values in all that is done.			<ul style="list-style-type: none"> • All interactions with all stakeholders are based on vision and values • Assemblies completed related to new values • Focus groups show that almost all pupils know and use the new school values.
Continue to embed pupil and parent/carer voice within Cost of the School Day - built into DA&UPS curriculum Refocus work of pupil senate in this	Pupil and parent/carer voice is captured and informs improvements	25/27	PG/HD/SG	<ul style="list-style-type: none"> • Completed survey • You say we did boards and in parent/carer newsletter • 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 e.g.S3 Prefects • To provide departmental opportunities 	Young people develop leadership skills and gain accreditation evidencing this.	25/27	JH + Pupil Leadership Working Group SG SCQF Ambassadors Group (EP)	<ul style="list-style-type: none"> • Young people all have opportunities for leadership and most young people engage with this. • All prefects gain Leadership award • Achieving Silver SCQF Ambassadors Award • Stakeholder better informed about SCQF and alternative pathways to gaining qualifications involving new ambassador team.
25/26Continue to Embed Tracking, Monitoring & Interventions policy 25/26 refocus Head Student selection to be more inclusive of school community and ensure pupil leadership involved for the year's improvement	Consistent approach is embedded so that Tracking Monitoring and Interventions are completed in timely manner	August 25 onwards	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 are informed • Young people who are performing well in tracking are celebrated • All PTs actively using the TM&I policy.
Continue evaluation of Senior Phase curriculum to explore further Foundation Apprenticeship and more flexible timetables	A more flexible curriculum offers including Foundation Apprenticeships, and work experience	25/27	EP/PG	<ul style="list-style-type: none"> • Two Foundation Apprenticeships offered
Use participation and WA/Extra-curricular survey to ensure all young people	Young people who may not have or take opportunities to	25/27	Leadership working group/PG/HD/MMcW	<ul style="list-style-type: none"> • Increased uptake of extracurricular activities

participate and Metaskills are being developed 25/26 Ensure young people are understanding their meta skills development rather than just recording them	participate in activities out with class can be tracked Metaskills development tracked			<ul style="list-style-type: none"> Increased extracurricular activities offered S1 fresher's 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.	25/27(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 Learning for Sustainability as we aim for Target 2030.	Learners will experience anti-racist learning inputs within a supportive environment.	25/27 (continuing)	KT, LC & working groups	<ul style="list-style-type: none"> Building Racial Literacy will be offered as CLPL for all colleagues. Building Racial Literacy will be implemented within BGE Global Goals.
CLPL Opportunities systematically shared with colleagues on regular basis through a platform [tbd].	Learners benefit from teachers increasing knowledge and skills.	25/27	PG/MM	<ul style="list-style-type: none"> Colleagues taking up increased opportunities for CLPL
<i>Evidence of impact/self-evaluation to be gathered in respect of the actions noted above:</i>				

MORAY COUNCIL: Education Department

SCHOOL IMPROVEMENT PLAN



Priority 2

Summary of Priority: Learning, Teaching & Assessment

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:

- ☐ Placing human rights and needs of every child and young person at centre
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- ☐ School and ELC Leadership
☒ Teacher and practitioner professionalism
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☒ Curriculum and assessment
☒ School and ELC Improvement
☒ Performance Information

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- ☒ P1: Overcoming challenges – disability, neurodiversity
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- | | | |
|------------------------------|---|------------------------------|
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| <input type="checkbox"/> 1.3 | <input checked="" type="checkbox"/> 2.3 | <input type="checkbox"/> 3.2 |
| <input type="checkbox"/> 1.4 | <input type="checkbox"/> 2.4 | <input type="checkbox"/> 3.3 |
| <input type="checkbox"/> 1.5 | <input type="checkbox"/> 2.5 | |
| | <input type="checkbox"/> 2.6 | |
| | <input type="checkbox"/> 2.7 | |

Actions

Outcomes for learners

Timescales

Responsible

Measures of success

Continue to embed The Speyside Way Learning & Teaching folder for each colleague to centralise all pedagogical development materials.

Enhanced quality of learning and teaching experienced by all.

Ongoing

MM

By August 2025 all colleagues will have made use of The Speyside Way folder to:

- Store and update their Pedagogy Learning Plan, storing their previous learning plan.
- Keep a record of their observations and feedback, including previous sessions feedback.
- Reference and amend their notes on pedagogical practices from The Speyside Way, and include relevant walkthrus that they use in their practice.
- Record and document progress in their TLC group. Previous record of TLC should be stored.

<p>Continue to improve confidence in meeting the needs of all learners through developing an Adaptive Teaching strategy with techniques (which reference The Speyside Way, Learning Walkthrus, The Circle, other relevant training) and resources to support all learners.</p> <p>Improve colleagues ability to deliver feedback to young people, collect colleague and young people's views on the implementation of new feedback methods and the impact this has on learning conversations.</p> <p>Introduce the Pupils Lesson Charter and introduce more opportunities for pupil-led learning through the Speyside Way.</p>	<p>Young people's needs will be met more consistently in terms of support and challenge.</p> <p>Young people are able to explain their successes and how to improve. They understand when they are receiving feedback.</p> <p>Pupils experience more opportunities to experience learning in which they have personalisation and choice.</p>	Jun 26	<p>MM, PG L&T Group</p> <p>MM, NB</p>	<p>Policy draft created. NA Toolkit Mean Score improved from 3.24 and std dev reduced from 0.86 in 'supporting and challenging all learners'.</p> <p>Almost all (>80%) Learning Walks carried out by SLT and ELT show a consistent approach to pedagogy using The Speyside Way.</p> <p>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.</p> <p>Young people will identify that they receive SHS feedback in almost all classes.</p> <p>Pupil senate agree with the pupil lesson charter. Pupils identify opportunities to lead learning have increased from baseline in August 2025.</p>
Continue to Support colleague professional learning through departmental reading.	Engaged and enthused colleagues will be employing new practices and principles to support and engross learners.	Aug 25 – June 26	MM, PG	<p>All departments have engaged with a core text and will now submit a review card to the colleague library and return books to the staff library.</p> <p>All departments will engage with professional from the colleague library or a book of their choice through per-capita – time allocated in WTA to engage with professional reading.</p>
Continue to 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.	Ongoing	MM	<p>All colleagues reflect on previous 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 at PR&D in June 2025.</p> <ul style="list-style-type: none"> All colleagues design a new plan at PR&D.

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.	Ongoing	MM MW (UHI)	<p>SLWG to determine focus in June.</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 MyGTCS PL.</p> <p>UHI Inverness continue to support programme and next steps.</p>
Continue to 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.	Ongoing	MM, MS 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> <p>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>
<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 used by all departments to support skills conversations and profiling within BGE Profiling to sit within all departments Profiles to be shared with parent/carers: link sent home and opportunity to view within parents' evenings Collegiate working with partners to support skills discussions in S3 mock interviews and within classrooms 	Greater confidence from young people in articulating and recording their skills development Skills profiling occur across all departments.	BGE: 2025-26 SP: 2026-27	MMcW/HD	<p>Young people can articulate and evidence their skills in discussion through learning conversations and completion of individual skills profiles.</p> <p>Embed partner links with skills focus into UPS and wider curriculum</p>

Development of senior phase support resources				
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.	25/27	SOH, EQ Working Group	Reading Schools Bronze Award. Reading Schools Silver Award. Some parents engaging with the program.
Continue Cairngorm 2030 involvement: <ul style="list-style-type: none"> Building nature connectivity Building activism and social advocacy Integration into IDL week and senior induction 	Increased exposure to Learning for Sustainability curriculum. Greater partnership working to ensure relevance within curriculum.	Ongoing	/ C2030 action group	Opportunities for young people to engage in C2030 connected learning with at least three different departments.
Review of how exam preparation and the gathering of estimate evidence is conducted. <ul style="list-style-type: none"> Short life working group to review prelim diet. 	<ul style="list-style-type: none"> Better plans in place for prelims and other class assessments 	By Oct 2025	EP	Prelim and class assessments planning takes account of views of all stakeholder.
<i>Evidence of impact/self-evaluation to be gathered in respect of the actions noted above:</i>				

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:	
<input type="checkbox"/> Placing human rights and needs of every child and young person at centre	<input type="checkbox"/> School and ELC Leadership	<input type="checkbox"/> <u>P1:</u> Overcoming challenges – disability, neurodiversity	<input type="checkbox"/> 1.1	<input type="checkbox"/> 2.1			
<input type="checkbox"/> Improvement in children and young people's health and wellbeing	<input type="checkbox"/> Teacher and practitioner professionalism	<input type="checkbox"/> <u>P2:</u> Tackling child poverty	<input type="checkbox"/> 1.2	<input type="checkbox"/> 2.2			
<input type="checkbox"/> Closing the attainment gap between the most and least disadvantaged children	<input type="checkbox"/> Parent/carer involvement and engagement	<input type="checkbox"/> <u>P3:</u> Improving CYP mental wellbeing	<input type="checkbox"/> 1.3	<input type="checkbox"/> 2.3	<input type="checkbox"/> 3.1		
<input type="checkbox"/> Improvement in skills and sustained, positive school leaver destinations for all young people	<input type="checkbox"/> Curriculum and assessment	<input type="checkbox"/> <u>P4:</u> Strengthening family support	<input type="checkbox"/> 1.4	<input type="checkbox"/> 2.4	<input type="checkbox"/> 3.2		
<input type="checkbox"/> Improvements in attainment, particularly in Literacy and Numeracy	<input type="checkbox"/> School and ELC Improvement	<input type="checkbox"/> <u>P5:</u> Improving CECYP outcomes	<input type="checkbox"/> 1.5	<input type="checkbox"/> 2.5	<input type="checkbox"/> 3.3		
	<input type="checkbox"/> Performance Information			<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, SNA, to ensure all young people's choices are appropriate for all year groups. Use of Analyse M tool to analyse data post tracking and ensure robust interventions Use of AnalyseM for Subject Data in BGE. 	<p>Increased literacy and numeracy ACEL in the BGE</p>	<p>Ongoing</p>	<p>Teaching staff, PTsG + Year heads</p> <p>PT RA/HD PT English /Maths</p>	<p>BGE</p> <p>Decrease in PEF attainment gap in S3 level 4 literacy to 12% from a base line of 16% in 2024-25.</p> <p>Decrease in PEF attainment gap in S3 level 4 numeracy to below 25% from a base line of 30% in 2024-25</p> <p>Increase in S3 literacy 4th level writing to 75% from a base line of 69% in 2024-25</p>
<p>Senior phase</p> <p>25/26/27 Continued focus on successful attainment for 5@5 into 5@6 (H20), PEF and L20 S5 as well as overall S5 cohort.</p> <ul style="list-style-type: none"> Assertive coursing 	<p>Greater success in achieving 5 Highers in S5</p>	<p>Timetable check Jun '25</p>		<p>Senior Phase</p>

<ul style="list-style-type: none"> • WA expectations /opportunities assembly during course choices for S4s to make informed decisions • Meet and track targeted S5 5@6 H20 group and S5 L20 cohort. Incorporate names into standard DM agenda template. • Share focus on S5 as an overall underperforming cohort. • Further opportunities to support ambition and motivation to succeed e.g. UCAS event for all learners and not just targeted groups • Use of Speytrack tool to analyse data post tracking and ensure robust interventions and reduced changes of level. • Develop action plan for introducing new analysis dashboards to Speytrack. <p>Develop an approach to sharing AnalyseM and Speytrack data with all colleagues.</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>Meet group Sept'25</p> <p>Ongoing monitoring at tracking</p>		<p>S4: improve B&D for 3@5 and 5@5 to above VC (~3% increase according to 2024-25 data)</p> <p>S4: reduce L5 literacy attainment gap for PEF learners (from 2.83% for FSM and 32% for EAL in 2024-25)</p> <p>S4: reduce L5 numeracy attainment gap for PEF learners (from 5.83% for FSM and 26.66% for EAL in 2024-25)</p> <p>S5: improve B&D for all measures to under 5% below VC from a baseline of 6-11% below in 2024-25</p>
<p>Continued 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 	<p>Increased success at level 6 literacy</p>	<p>Review Aug '25</p> <p>Ongoing monitoring at tracking</p>	<p>HD/ MMcW/ PT RA/ PT English</p>	<p>Improvement in L6 literacy in S5 to 5% below VC from a base line of 11% in 2024-25</p> <p>No young person leaves SHS without literacy achievement that is more than one level below their highest SCQF level attained.</p> <p>Reduction in number of S4s achieving a lower literacy level than highest SCQF level attained to below 20% from a base line of 24% in 2024-25.</p>
<p>25/26 Improved DA experience</p> <ul style="list-style-type: none"> • Creation of detailed timeline • Review of delivery within classrooms • Greater awareness of DA content by all colleagues 	<p>Greater support for success in exams</p>	<p>Ongoing</p>	<p>PT RA</p>	<p>Young person feedback</p> <ul style="list-style-type: none"> • Opportunities for partnership delivery of DA curriculum e.g. employer / FE / HE

25/26 BGE – In BGE improve from less than half young people able to articulate their levels and how to improve				
Literacy across the curriculum Greater consistency of approach across all departments to contribute to literacy in BGE. Writing (25/26) Oracy (26/27) Continue to support Reading Schools work	Improved attainment in literacy	PT English input Aug '25	PT English S'OH and working group	Improved ACEL attainment in BGE Increase in S3 literacy 4 th level writing to 75% from a base line of 69% in 2024-25
<i>Evidence of impact/self-evaluation to be gathered in respect of the actions noted above:</i>				

Priority 4

Summary of Priority: Curriculum

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 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 checked="" type="checkbox"/> School and ELC Leadership		<input checked="" type="checkbox"/> <u>P1</u> : Overcoming challenges – disability, neurodiversity	<input type="checkbox"/> 1.1	<input type="checkbox"/> 2.1	
<input type="checkbox"/> Improvement in children and young people's health and wellbeing		<input type="checkbox"/> Teacher and practitioner professionalism		<input type="checkbox"/> <u>P2</u> : Tackling child poverty	<input type="checkbox"/> 1.2	<input checked="" type="checkbox"/> 2.2	
<input checked="" type="checkbox"/> Closing the attainment gap between the most and least disadvantaged children		<input type="checkbox"/> Parent/carer involvement and engagement		<input checked="" type="checkbox"/> <u>P3</u> : Improving CYP mental wellbeing	<input checked="" type="checkbox"/> 1.3	<input type="checkbox"/> 2.3	<input type="checkbox"/> 3.1
<input checked="" type="checkbox"/> Improvement in skills and sustained, positive school leaver destinations for all young people		<input checked="" type="checkbox"/> Curriculum and assessment		<input checked="" type="checkbox"/> <u>P4</u> : Strengthening family support	<input type="checkbox"/> 1.4	<input checked="" type="checkbox"/> 2.4	<input checked="" type="checkbox"/> 3.2
<input checked="" type="checkbox"/> Improvements in attainment, particularly in Literacy and Numeracy		<input type="checkbox"/> School and ELC Improvement		<input checked="" type="checkbox"/> <u>P5</u> : Improving CECYP outcomes	<input checked="" type="checkbox"/> 1.5	<input type="checkbox"/> 2.5	<input checked="" type="checkbox"/> 3.3
		<input checked="" type="checkbox"/> Performance Information				<input checked="" type="checkbox"/> 2.6	
						<input type="checkbox"/> 2.7	

Actions	Outcomes for learners	Timescales	Responsible	Measures of success
<p>Implementation of revised Curriculum Rationale</p> <ul style="list-style-type: none"> • Rationale put out for consultation • Final document completed <p>25/26 Continue to review BGE to include further IDL and project-based learning</p> <p>Explore further curriculum transition opportunities – eg P7 working at SHS one day a week in June? More organised curriculum visits</p>	<p>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.</p> <p>Implementation of further project based learning opportunities</p> <p>Young people see fewer different teachers during the school ensuring better relationships, deeper learning and better support for young people.</p>	<p>Dec 25</p> <p>Jun 26</p>	<p>EP + Working group</p> <p>KT/LC/AB</p> <p>EP</p>	<ul style="list-style-type: none"> • Curriculum Rationale embedded such that it is understood by all school community and central to all school activity. - Focus group/surveys. • This supports the understanding of what a Speyside Learner should experience. • Possible Common social subjects course in place for 26-27 (S1), 27-28 (S1 and S2). PBL • Exploration into other similar project based learning opportunities and bring together other subject areas

<p>FA in Business Skills running</p> <p>Develop further curricular pathways</p> <ul style="list-style-type: none"> Identify popular desired destination Work with DYW partners to enhance current learning or to develop new pathways Introduce appropriate Level 6 NPA courses into departments <p>Ensure common column for Moray is embedded in course choice and options from ABZ campus</p> <p>Ensure contribution of numeracy/literacy HWB by all possible curriculum evening to support this</p>	<p>Learners are experiencing a wider and more career-oriented course choice offer. Increased opportunities, leading to raising attainment. Opportunities exist for young people</p> <p>Evaluate implementation of Business Skills and exploring other possibilities.</p> <p>Young people will gain accreditation for num/lit across the curriculum HWB will be tracked across the curriculum</p>	<p>Ready for Senior phase choices – Dec 2025 September (staff) Young people/parents December</p> <p>Session 25/26</p>	<p>EP/PG/PTs</p> <p>EP + Working group + DYW</p>	<ul style="list-style-type: none"> Evaluation of Business Skills with young people and business partners. <p>Further plan in place to increase opportunities working with DYW partners</p> <p>Evidence gathered that some young people have gained literacy/numeracy levels through pieces of work completed in different areas of curriculum HWB improves through RAG and GWB profiles</p>
<p><i>Evidence of impact/self-evaluation to be gathered in respect of the actions noted above:</i></p>				

Priority 5

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

Key links to
Moray Education
Priority Area(s):

- ☐ Leadership of change and empowerment
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☐ Curriculum

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Actions	Outcomes for learners	Timescales	Responsible	Measures of success		
UNCRC Implementation within policies and curriculum resources	Young people experience and recognise their rights	25-27	All CMcC	<ul style="list-style-type: none"> DIP integration and progress Pupil feedback and ability to use 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 		
Continue to embed the-Positive Relationships Policy to support good practice in <ul style="list-style-type: none"> Restorative approaches Emotion Coaching Trauma Informed practice Wellbeing Indicators 	Young people experience informed teachers and support staff to remove barriers to learning leading to improved attendance reduced exclusions and transfers from classes	25-27	AMac/All staff	<ul style="list-style-type: none"> Reduced Transfers and Exclusions, Increased Attendance Base point measure session 23/24 - Timeouts 225, 24/25 276 (note one pupil responsible now in Child Planning) Exclusions 23/24 – 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 		

<ul style="list-style-type: none"> Implement new Mobile Phone policy 				<p>– 2 pupils (F/M) 2.5 days), 24/25 - 11 (S1 – 0 pupils, S2 – 4 pupils (2F/2M), S3 – 1 pupil (M), S4 -5 pupils (1F/4M), S5 – 0 pupils), S6 – 1 pupil (M). Attendance 23/24 - Whole school 89.94%, S1 – 90.14%, S2 – 89.86%, S3 – 88.18%, S4 – 89.63%, S5 – 91.96%, S6 – 91.68%. Attendance 24/25 - Whole School 89.04%, S1 - 93.23%, S2 - 87.77%, S3 - 88.13%, S4 - 88.60%, S5 – 88.17%, S6 - 89.08%</p> <ul style="list-style-type: none"> Ensure evaluation and timed/targeted work to support young people access classes – Hub
Home School Link Worker role to be reestablished.	Improved attendance for specific individuals.	25-27	HSLW/PTsG/AM	<ul style="list-style-type: none"> Young people identified through tracking of attendance. Individuals and families to be offered support leading to improved attendance. (Data to be collated)
<p>Continue to embed appropriate use of Glasgow Motivation and Wellbeing profile data and effective implementation of intervention and impact tracking for S1-S6.</p> <p>Continue to 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>	Improved wellbeing for young people across the curriculum	25-27	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.
Evaluation of Hub provision	Ensure a positive experience and opportunity for more YP to access	25-27	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

				<ul style="list-style-type: none"> 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
Continue to embed the formalised Reflect and Resolve support.	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 escalation to external exclusion.	25-27	ST/SLT/PTsG	<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). Exclusions 24/25 - 11 (S1 – 0 pupils, S2 – 4 pupils (2F/2M), S3 – 1 pupil (M) S4 -5 pupils (1F/4M), S5 – 0 pupils), S6 – 1 pupil (M). Reflect & Resolve Data 24/25 - 20 sessions of whom 2 young people escalated to exclusion – 3 exclusions in total. 6 month review after internal to see if impact of support has prevented further internal or escalation to external exclusion.
Continue to embed the 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.	25-27	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). Exclusions 24/25 - 11 (S1 – 0 pupils, S2 – 4 pupils (2F/2M), S3 – 1 pupil (M) S4 -5 pupils (1F/4M), S5 – 0 pupils), S6 – 1 pupil (M). 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	25-27	All colleagues/ PTsG/JH	<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	25-27	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
Continue to embed revised Anti bullying policy	Young people report that they feel safe and that they feel that bullying situations are well handled through questionnaire	25-27	All colleagues/PTsG	<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, 24/25 - 12 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 Feedback through GMWP with regards Feeling Safe and Healthy in school at whole school, year group and individual basis. Reintroduce paper communication regarding bullying concerns related to mobile phone ban and reduced access to SHS QR code throughout the school day.
Continue to embed attendance and lateness procedures and strategies to communicate, track and evaluate impact of interventions.	Young people and families are supported to increase and maintain attendance in line with an agreed threshold following review of authority thresholds and information.	25-27	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%, 24/25 89.04%. Use Pareto Principles to measure patterns of absence related to: day, week in term, year group and other parameters agreed (including protected groups) using AnalyseM and SpeyTrack.

Continue to embed 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 and introduce Equally Safe at School programme to compliment the core messages of MVP.	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. Whole school approach in challenging violence and promoting gender equality.	25/27	LH/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. GG feedback from S2 Completion of Equally Safe at School Tracker.
Continue to embed the 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.	25-27	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 sessions 25-27.
Continue to develop opportunities for pupil leadership with a focus on the introduction of Leadership opportunities in the BGE. <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 Leadership award for all SP young people who are part of the Pupil Leadership Team 	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 '25 & 26 Ongoing monitoring during DA	JH, AJ, 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.
Continue to embed The Circle resource to the whole school through the Circle SIG.	Young people with ASN and emerging ASN needs feeling safe and comfortable in mainstream classroom	25-27	AM, AJ and The Circle SIG	<ul style="list-style-type: none"> Increased attendance in mainstream classes through individual attendance data of ASN pupils Pupil voice through before and after survey

	environments and this being reflected in their attendance and attainment.			
Continue to support our Care Experienced Young People through the 'Promise' principles within the classroom and whole school with a developed understanding of 'Corporate Parenting'	Increased attainment, increased attendance, decrease in Time Outs and Reflect and Resolve for our Care Experienced Young People.	25-27	AM and colleagues	<ul style="list-style-type: none"> • Consideration of the introduction of 'Promise' group within school for our CEYP • GMWP data for CEYP individuals • Staff reflection through the Corporate Parent Toolkit. • Increased attendance in mainstream classes through individual attendance data of CEYP pupils • Attendance data • Decrease in Time Out data for CEYP session 24/25 26 Time Outs in total • Reflect and Resolve Data – 24/25 3 sessions
Development of progressive and relevant PSE curriculum with effective monitoring, tracking and moderation with accreditation in senior phase supported through input at whole school level where Health & Wellbeing is the responsibility of all.	Young people to identify the value of the PSE curriculum and receive accreditation in the Senior Phase.	25-27	PTsG/AM/Teaching Staff	<ul style="list-style-type: none"> • Introduction of Mental Health & Wellbeing award for all S5 pupils. • Completion of Health & Wellbeing Outcome audit – whole school to contribute to PSE topics to be delivered. • 'PSE journey' produced to show clear progression through themes • Evidence of pupil voice in shaping topic areas covered to meet emerging need and national and local trends
Implement Moray and School Mobile Phone Policy.	Reduced disruption in classes leading to more engaged learners.	Aug 25	All colleagues	<ul style="list-style-type: none"> • Agreed policy in place • Minimum number of incidents involving mobile phone use in class
PEF DIP			HD and McMW	<ul style="list-style-type: none"> •
<i>Evidence of impact/self-evaluation to be gathered in respect of the actions noted above:</i>				

Priority 6

Parental/Carer Engagement

Key links to Moray Education Priority Area(s):

- ☐ Raising Attainment and Achievement
- ☐ Learning, Teaching and Assessment
- ☐ Curriculum

- ☐ Self-evaluation for Self-improvement
- ☒ Supporting All Learners
- ☐ Leadership at all Levels

NIF Priorities:

- ☐ Improvements in attainment, particularly in Literacy and Numeracy
- ☐ 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

NIF Drivers:

- ☐ School Leadership
- ☐ Teacher Professionalism
- ☐ Parental Engagement
- ☐ Assessment of Children's Progress
- ☒ School Improvement
- ☐ Performance Information

Children's Services Plan:

- ☒ Priority 1 – Improve Wellbeing
- ☐ Priority 2 – Safeguarding
- ☐ Priority 3 – Poverty
- ☒ Priority 4 – Corporate Parenting

HGIOS?4 QIs:

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Actions	Outcomes for learners	Timescales	Responsible	Measures of success
Continue to embed and develop partnership working based on trust and respect with all parents/carers to support them to be actively involved in their learning, attainment and achievement	Confidence in feeling safe at school and knowing that the school and home are working together	25/27	Whole school with PT RA	<ul style="list-style-type: none"> Positive feedback from parental/carers survey Attendance at attainment and achievement input at parent's evenings
Continue develop opportunities for parents to be involved in school policy development	Through partnership working learners will feel holistically supported, leading to the best outcomes	25/27	SLT	<ul style="list-style-type: none"> Increased number of parents/carers involved in policy development
Ensure all parents/carers are fairly represented by the PC	All young people's families have a voice on the Parent Council	25/27	SLT and PC	<ul style="list-style-type: none"> Improved parental representation on Parent Council
Work to understand the unique context of our rural catchment	Improved support for their wider achievements out of school	25/27	SLT and PT RA	<ul style="list-style-type: none"> Attendance statistics Attainment of rural skills qualifications
Evidence to support reduced bureaucracy/workload of teachers				