



### School Context and Overview

Our school vision is currently Happy, Healthy and High Achieving – this and our values are currently under consultation with colleagues the only group of stakeholders yet to be consulted. A plan to develop what a Speyside Learner is, is in place to coincide with the start of session 24/25 The school roll presently is 381 pupils. The physical capacity of Speyside High School is 562. Our attendance is 89.8%, a figure that is concerning but is in line with local and national patterns.

There have been 9 exclusions this academic year. There are currently 16 Care Experienced/LAC (Looked After Children) pupils. There are 3 pupils with IEPs (Individualised Education Programmes) Approximately 50% of young people have ASN.

There are 41 teaching members of staff and 18 members of support staff. Work continues by PTsG (Principal Teachers of Guidance) with PT RA (Raising Attainment) and PEF (Pupil Equity Fund) colleagues to highlight families who may need support in closing the gap. 97.6% of school leavers reached a positive destination above the VC (Virtual Comparator). All other leavers' measures of attainment are above VC also, with a recognition that Numeracy is greater than Literacy in National Measures. This is supported by a QA calendar which allows for collaborative QA (Quality Assurance) activities to continue to ensure high quality attainment and achievement for all young people. Dedicated staff deliver a range of learning experiences including an extensive wider study offer and extracurricular activities that contribute to the very good school attainment and achievement. Learning for Sustainability is a focus for the school and our partnership with Cairngorm 2030 and Global Goals curriculum in BGE (Broad General Education) supports this. Learning and Teaching continues to be a focus for improvement to strengthen consistency in quality Learning & Teaching and build on good practice. The school has a welcoming and inclusive nurturing ethos where colleagues and pupils feel valued and empowered, their voices are heard via pupil senate and focus groups, working groups 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 run Junior Rangers every year. We have gained our Silver Award for RRSA (Rights Respecting Schools Award) and the group has continued to meet and we are working towards accreditation for Gold RRSA. Within UPS (Universal Personalised Support), the S2 year group carry out fundraising through a Charities Fair unit which prepares all learners for YPI (Youth Philanthropy Initiative) which is delivered in S3 annually. Meta Skills is a clear focus in the BGE as we prepare young people for rapidly changing working environment and world. Young people in S1-3 and P7 of our ASG (Associated Schools Group) are developing their own profile tools on Glow to support to showcase their Meta Skills. Lunchtime and after school activities are extensive with particular interest in sports and arts and crafts and STEM groups gaining local and national recognition and many young people gain wider achievements which are celebrated in school and more widely via Twitter and Facebook, achievement assemblies, merits and praise postcards.

Pupils and staff vote in a democratic system to appoint Head Students. Further building positive relationships and removing barriers to learning is ongoing, with our new QR code for reporting bullying incidents, revised anti-bullying policy. 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 are very supportive of the weekly newsletter provided to all parents/carers. They have paid for all S1 pupils to receive a school tie.

Having received a positive CoSD (Cost of the School Day) report with action points these continue to be taken forward. The Breakfast Club is well established and run by volunteer colleagues and young people. Afterschool food collection from the canteen is also now established to tackle food waste. A pupil-led initiative to increase access to high quality uniform and sports clothing has been established in the No Waste Wardrobe which is stocked by donated clothing. 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 project with Outfit Moray. Our PEF offer is now shared with all parents / carers through a newly created PEF family guide to highlight what supports are available to young people. Opportunities for support, both in school and by partners, are shared with families through the weekly newsletter.



# Speyside High School

## Standards and Quality Report: Review of Session 2023-2024

Our Numeracy and Literacy colleagues have reintroduced in person visits to local primaries, and support for literacy and numeracy is positive across the school. Listening and talking has been highlighted as an area of Literacy challenge so TLCs set up across the ASG have led to more T and L input in the primaries. 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 & Technical department. A new study support package which rationalises the platforms to support home learning and consolidation has been launched with all Senior pupils. Through parental questionnaire with 54 responses 85 % of parents/carers are overall happy with the school. Areas for improvement are taken from this questionnaire as part of our continual improvement journey. Our curriculum continues to develop with wide ranging opportunities for all young people to achieve. We run both the Science and Social Subjects Baccalaureate whenever possible. Following evaluation with ES and S1 young people, our successful Global Goals course has been extended to S2, this will also allow IDL work to be embedded throughout the year with GG and sustainability being embedded.

SiMD profile decile 5 – 7%, decile 6 –26%, decile 7 – 58% and decile 8 – 8%.



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**Leadership of change** (Developing a shared vision, values and aims relevant to the school and its community; Strategic planning for continuous improvement; Implementing improvement and change)

**Key links to  
Moray Education  
Priority Area(s):**

- |  |   |
|--|---|
| <input type="checkbox"/> Learning, Teaching and Assessment   | <input type="checkbox"/> Curriculum                                 |
| <input type="checkbox"/> Empowering leadership at all Levels | <input type="checkbox"/> Closing the poverty related attainment gap |

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

### Progress and Impact

We have fully consulted on Vision and values and following feedback we have a clear plan how these will become central to the school in the new session. Our vision remains Happy, Healthy and High Achieving, whilst our values are now Ambitious, Respectful Responsible and Creative making our ARRC of support. Our quality assurance calendar is embedded into the whole school and used by most departments to inform their QA processes.

Most PTs and colleagues are involved in working groups to support school improvement and this session these ran to support learning and Teaching, our BGE Curriculum, Anti-bullying policy Positive relationships policy. The Learning and Teaching group have developed TLCs for all colleagues this session and all colleagues were involved in this to support improved provision. The Curriculum group have looked at how, following feedback from ES we embed Global Goals further into our Learning For Sustainability journey and Curriculum. Training for all colleagues with EPS has been held emotional coaching and working in a trauma informed manner. We have had a strong focus on literacy levels attained and attainment in S5 this year.

### Next Steps

We aim to ensure that our QA calendar is used by all departments to inform their QA and Self-Evaluation processes. Work will be carried out to investigate more flexible curriculum pathways and Foundation Apprentices

## Priority 2



# Speyside High School

## Standards and Quality Report: Review of Session 2023-2024

### QI 2.3 Learning, teaching and assessment (Learning and engagement; Quality of teaching; Effective use of assessment; Planning, tracking and monitoring)

#### Key links to Moray Education Priority Area(s):

- |  |   |
|--|---|
| <input type="checkbox"/> Learning, Teaching and Assessment   | <input type="checkbox"/> Curriculum                                 |
| <input type="checkbox"/> Empowering leadership at all Levels | <input type="checkbox"/> Closing the poverty related attainment gap |

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 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 type="checkbox"/> Improvements in attainment, particularly in Literacy and Numeracy	<input type="checkbox"/> School and ELC Leadership <input type="checkbox"/> Teacher and practitioner professionalism <input type="checkbox"/> Parent/carers involvement and engagement <input type="checkbox"/> Curriculum and assessment <input type="checkbox"/> School and ELC Improvement <input type="checkbox"/> Performance Information	<input type="checkbox"/> <u>P1</u> : Overcoming challenges – disability, neurodiversity <input type="checkbox"/> <u>P2</u> : Tackling child poverty <input type="checkbox"/> <u>P3</u> : Improving CYP mental wellbeing <input type="checkbox"/> <u>P4</u> : Strengthening family support <input 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 type="checkbox"/> 2.1 <input type="checkbox"/> 2.2 <input 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

### Progress and Impact

A wide range of observations have taken place this session and learning walks. Following our SiM visit feedback has been taken on board. Most classes show a positive work ethic with very good relationships being experienced. Young people's learning needs are met in various ways related to EAL, coloured overlays differentiated tasks. With support from our base reference Power Up Your pedagogy, learning intentions, success criteria, questioning starters and plenaries have been a focus. There is an increasing consistency of use of Learning Intentions and Success Criteria and starters across the school. The lesson charter that has been developed in collaboration with all stakeholders is evident in all classrooms and the consistency of this being referred to continues to develop.

Engaging lessons are evident in many areas of the school, with more work ongoing to ensure greater pupil led learning related to known topics allowing for greater depth of learning. IDL week took place again this year and was a great success,. Extensive work has been incorporated in Learning and Teaching to support LfS and Cairngorm 2030. Building Racial Literacy has been introduced in some departments.

### Next Steps

Our Lesson Charter will be relaunched at In Service in August with a clear focus on following this to ensure excellent and consistent learning and teaching across the school. TLC groups will continue to develop Professional Enquiry for colleagues to support further colleague development in line with expectations of the GTCS. A clear QA calendar related to the lesson charter is in place to support learning walks to support consistent and excellent Learning and teaching across the school. All colleagues will be provided with The Speyside Way folder to support their CLPL via reading and pedagogy development. Tracking and Monitoring and interventions will continue to be used in line with our QA calendar.

## Priority 3



# Speyside High School

## Standards and Quality Report: Review of Session 2023-2024

### QI 3.1 Ensuring wellbeing, equality and inclusion (Wellbeing; Fulfilment of statutory duties; Inclusion and equality)

#### Key links to Moray Education Priority Area(s):

- ☐ Learning, Teaching and Assessment
- ☐ Empowering leadership at all Levels
- ☐ Curriculum
- ☐ Closing the poverty related attainment gap

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 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 type="checkbox"/> Improvements in attainment, particularly in Literacy and Numeracy	<input type="checkbox"/> School and ELC Leadership <input type="checkbox"/> Teacher and practitioner professionalism <input type="checkbox"/> Parent/carers involvement and engagement <input type="checkbox"/> Curriculum and assessment <input type="checkbox"/> School and ELC Improvement <input type="checkbox"/> Performance Information	<input type="checkbox"/> <u>P1</u> : Overcoming challenges – disability, neurodiversity <input type="checkbox"/> <u>P2</u> : Tackling child poverty <input type="checkbox"/> <u>P3</u> : Improving CYP mental wellbeing <input type="checkbox"/> <u>P4</u> : Strengthening family support <input 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 type="checkbox"/> 2.1 <input type="checkbox"/> 2.2 <input 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

### Progress and Impact

Staff participated in the Child Protection & Safeguarding training at In-Service in August 23. Steps are taken for new staff throughout the year to participate in Child Protection & Safeguarding Training. Child Protection lanyards are worn by all staff and visitors. Child Protection flowcharts visible throughout the school

Child Protection Policy documentation available to all staff electronically and in a folder located centrally in school. There were 36 recorded Child Protection concerns from staff this session. All staff care about young people and have their wellbeing at heart, most young people are know well by their Guidance Teacher provide universal and targeted support. .

Feedback from CoSD audit highlighted positive actions already in place and further areas for development which have subsequently been put in place through continued tracking of PEF pupils Each classroom has an emotion coaching wheel. Almost all staff use emotion coaching language.

The Wellbeing Wheel is used in S1 PSE. A QR code for young people to report concerns has been developed

The Glasgow Mentoring and Wellbeing survey is used twice a year with all young people to grade their wellbeing and analysis of data has led to a number of individual interventions which has supported increased attendance and reduced exclusions for some young people. .

Termly communication with supporting updates shared with staff regarding LAC/Care Experienced Young People, Young Carers, PEF, Gypsy Traveller and EAL pupils for consideration of supports through staged intervention (levels 0 & 1) wider information shard through confidential booklet to ensure all learners needs are met. A wide range of partners are sued t support MHWB and our busy Hub is always open and welcoming to young people with support needs. SfL are inclusive and provide excellent support for young people and individuals and groups of young peoples how great progress through SfL support.

### Next Steps

The positive relationships policy has been re-edited and will be relaunched in the new term. This will clearly show the relationships between our ARRC of values and merits. The anti-bullying policy will be relaunched with a young people's version being developed. Attendance patterns will continue to be monitored and where appropriate support and interventions offered to ensure better attendance



# Speyside High School

## Standards and Quality Report: Review of Session 2023-2024

### Priority 4

**QI 3.2 Raising attainment and achievement** (Attainment in literacy and numeracy; Attainment over time; Overall quality of learners' achievement; Equity for all learners)

**Key links to  
Moray Education  
Priority Area(s):**

- ☐ Learning, Teaching and Assessment
- ☐ Empowering leadership at all Levels

- ☐ Curriculum
- ☐ Closing the poverty related attainment gap

#### 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/carers 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:

- |                              |                              |                              |
|------------------------------|------------------------------|------------------------------|
| <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 |                              |

### Progress and Impact

NSA data shows above national average attainment in Numeracy, Reading and Writing, in line with P7 data.

QAMSO feedback.

ASG HT feedback.

Early information sharing of P7 ACCEL data (in June) with teaching staff to allow planning of supports (if required).

Both groups work well together to ensure consistent approaches and implementation of listening activities a focus their session. S3 literacy ACCEL highlight improving trend. S3 numeracy remains positive.

Number of pupils working at 5@6 have remained consistent through the year. An extensive post prelim offer is in place to support young people for the SQA diet

Reduced changes of level post-prelim exam diet

Our tracking sheets, filtered by pupil and by subject, enable us to see progress over time, spot any concerns by pupil or department and provide early intervention and support. These are scrutinised by SLT, PTGs, PTs and teachers so that support and challenge can be directed appropriately. Data for all groups of learners are scrutinised at each tracking point and progress monitored. Positive destination consistently outperforms comparators in 23/24 exceeded all comparators.

### Next Steps

Our curriculum and rationale will be developed with 16 plus in mind to ensure that it best meets learner needs and our social, economic and cultural context.

Meta skills will be tracked and monitored both within school and through wider achievement. IDL will be embedded throughout the year in our Global Goals course for S1 and S2. Data for all attainment and achievements will continue to be forensically looked at to ensure all young people are able to experience the best individual attainment and achievement.

We will pilot one FA in Business and develop opportunities for a further 2 FAs in the following year.



# Speyside High School

Standards and Quality Report: Review of Session 2023-2024