



School Context and Overview

The school roll is 378 pupils. The physical capacity of Speyside High School is 562. Our attendance is 89.1%, a figure that is concerning but is in line with local and national patterns. There have been 10 exclusions this academic year for 9 young people. We have introduced a “reflect and resolve” process to support young people who are at risk of exclusion or have been excluded. Our SIMD profile covers decile 5 to 8 with the majority of young people being in deciles 6 and 7. There are currently 15 Care Experienced young people of which we have the privilege of looking after 2 UASC young people. There are 2 young people with IEPs (Individualised Education Programmes). There are 2 young carers and 23 young people with EAL. There are approximately 41 teaching staff and 18 support staff. Work continues by PTsG, PT RA and PEF colleagues to highlight families who may need support 95.7 % of school leavers reached a positive destination. All other leaver’s measures of attainment are above VC. The ES questionnaire shows that 84% of parents/carers are overall happy with the school. 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 through a broad curriculum and a wide study club offer and extracurricular activities eg sports, arts and crafts, STEM groups and games groups some gaining local and national recognition and many young people gain wider achievements which are celebrated in school via praise postcard, merits, Facebook assemblies and success wall. Learning and Teaching continues to be a focus for improvement to strengthen consistency in quality and build on good practice and existing strengths. Considerable progress in this has been noted by partners this year through the colleague support pack The Speyside Way. We have a whole school community set of values and a vision. Our values are to be ambitious, respectful, and responsible and creative, ARRC, and our Vision is Happy Healthy and High Achieving our merit system reflects these. The school has a welcoming and inclusive nurturing ethos where colleagues and pupils feel valued and empowered, their voices are heard leading to school improvement. Young people and colleagues vote in a democratic system to appoint Head Students. Regular pupil senate meetings are held. An annual parental survey that complements our survey held at every parent’s evening also supports School Improvement. All colleagues are part of working groups and TLCs and report their voice is listened to support School Improvement. Everyone takes a pride in the school and work hard to ensure we are all the best we can be. Charitable work continues with seniors taking a lead role in this, particularly in the running of our No Waste Wardrobe. We are the only school in Scotland affiliated to the WE charity. We run Junior Rangers every year. We had gained our Silver Award for RRSa but this has lapsed but a group has continued to meet. In UPS, the S2 year group complete a Charities Fair unit which prepares all learners for YPI in S3. We have supported several residential trips including Battlefields trips and Sporting activities. Our Building Racial Literacy group have made considerable inputs to whole school. Young people across the years are involved in Moray wide activities related to sustainability and global goals. We run an innovative Global Goals course for our S1 and S2 young people. Our Parent Council are established and are an enthusiastic group who support the school and take an active part in school improvement through engagement with national bodies and consultation. They have paid for social area furniture. Our CoSD report is positive with action points taken forward. The Breakfast Club is well established, is open to all and run by colleagues and young people. Afterschool canteen food collection is available to tackle food waste. Mentoring and interventions supports young people using targeted funding through the Pupil Equity Fund along with our outdoor learning literacy and numeracy project with Outfit Moray. Our PEF offer is shared with all parents/carers through a newly created PEF family guide to highlight supports and are also shared with families through the weekly newsletter. Our Numeracy and Literacy colleagues visit local primaries, and support for literacy and numeracy is positive across the school. We recently hosted Education Scotland for a thematic inspection of English and Literacy which provided very positive feedback. Exciting inter-generational projects have been launched to encourage expertise in reading. All data related to ACEL is very positive for numeracy and literacy. The school is an accredited Reading School and are working towards our SCQF silver accreditation. Digital Literacy has improved this year as result of the BGE course in computing department. A new study support package which rationalises the platforms to support home learning and consolidation has been launched with all Senior pupils. Our curriculum continues to develop with National Engineering being added this year. We run the Science and Social Subjects Baccalaureate and the Scottish Diploma in Sustainability. The plan to develop what a Speyside Learner remains in draft. Meta Skills are a clear focus in the BGE as we prepare young people their futures. Young people in S1-3 and P7 of our ASG (Associated Schools Group) develop skills profile on Glow to show case these. Building positive relationships and removing barriers to learning is ongoing, with our QR code for reporting bullying incidents, revised anti-bullying policy and CIRCLE resources being introduced to support this.



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Priority 1

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):

- ☒ Learning, Teaching and Assessment
- ☒ Curriculum
- ☒ Empowering leadership at all Levels
- ☒ 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:

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|---|------------------------------|------------------------------|
| ☒ 1.1 | ☐ 2.1 | |
| ☐ 1.2 | ☐ 2.2 | |
| ☒ 1.3 | ☐ 2.3 | ☐ 3.1 |
| ☐ 1.4 | ☐ 2.4 | ☐ 3.2 |
| ☐ 1.5 | ☐ 2.5 | ☐ 3.3 |
| | ☐ 2.6 | |
| | ☐ 2.7 | |

Progress and Impact

Our vision remains Happy, Healthy and High Achieving. Our new values are in place and Responsible and Respectful are well embedded, with further work to ensure ambitious and creative are central to all activities ongoing. All colleagues are involved in School Improvement Groups and some young people have taken a central role in our Learning and Teaching Group.

The QA calendar is now embedded and has helped support departments and colleagues to inform their SIPs. A consultation process is in place for all colleagues to inform the SIP through In Service and planned meetings. We have continued tri weekly meetings with PTs, to cover our SIP and PTs are given the opportunity to contribute to these and ELT meeting and staff meetings. A termly support staff meeting happens with all colleagues noting this to be positive.

Regular questionnaires for parents and carers are used to ensure their voice is heard in school improvement and activities relate to these are in place where possible for example more comments to be introduced to parents' reports. Our curriculum develops with time and the option of Consortia subjects from other schools is included in this year course choice. We are introducing Engineering and the FA Business skills this session.

Through the use of Speyside Way to support Learning and Teaching evidence for the improvement of consistency of Learning and Teaching experience has been gathered.

Next Steps



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The use of our merit system to ensure that our vision and values are central to all that we do will continue. The values of being creative and ambitious will be particularly focused on to ensure young people are experiencing and understanding these in all classes. Pupil Senate and so pupil voice will be more directly involved in school improvement through better communication between SLT and PLT. Tri weekly meetings will continue with PTs. Opportunities for all colleagues to feed into agenda for meetings will be continued. Opportunities for staff by staff training will be developed.

Priority 2

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):**

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

- ☐ Curriculum
- ☐ Closing the poverty related attainment gap

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HGIOS?4 QIs:

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|------------------------------|---|------------------------------|
| ☐ 1.1 | ☐ 2.1 | |
| ☐ 1.2 | ☐ 2.2 | |
| ☐ 1.3 | ☒ 2.3 | ☐ 3.1 |
| ☐ 1.4 | ☐ 2.4 | ☐ 3.2 |
| ☐ 1.5 | ☐ 2.5 | ☐ 3.3 |
| | ☐ 2.6 | |
| | ☐ 2.7 | |

Progress and Impact

A wide range of observations have taken place this session and learning walks. Our Speyside Way resource for teaching colleagues has been introduced and was referenced during our Authority visit and the positive impact realised through further focus on learning and teaching strategies. As a result. Approaches to professional learning and collegiate sessions for reading have taken place and support the further improvement in Learning and Teaching. 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.

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. PBL (Project Based Learning and IDL are being delivered through Global Goals in S2 and S2). 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



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L and T and A support will continue through observations and learning walks. Observations will include peer observations. *Walk Thrus* a set of references, will be used to support and provide positive and useful improvement activities for all colleagues. 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 continue to use their 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. A process to involve more teaching colleagues to be involved in whole school T and M is being investigated. Self and peer assessment of and for young people will be developed. IDL and PBL will be further developed.

Priority 3

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

Key links to Moray Education Priority Area(s):

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

NIF Priorities:

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NIF Drivers:

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HGIOS?4 QIs:

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|------------------------------|------------------------------|---|
| ☐ 1.1 | ☐ 2.1 | |
| ☐ 1.2 | ☐ 2.2 | |
| ☐ 1.3 | ☐ 2.3 | ☐ 3.1 |
| ☐ 1.4 | ☐ 2.4 | ☒ 3.2 |
| ☐ 1.5 | ☐ 2.5 | ☐ 3.3 |
| | ☐ 2.6 | |
| | ☐ 2.7 | |

Progress and Impact

Staff participated in the Child Protection & Safeguarding training at In-Service in August 24. 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. All staff took part in mandatory training relate to neurodiversity, relationships and trauma informed practices in August to October. There were 13 recorded Child Protection concerns from staff this session. All staff care about young people and have their wellbeing at heart, most young people are known 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 the gap in PEF young people reaching Level 3 and 4 in literacy and numeracy has reduced. Each classroom has an emotion coaching wheel. Almost all staff use emotion coaching language. Our Reflect and Resolve day has supported young people and their families at risk of exclusion and those that have been excluded. The Wellbeing Wheel is used in S1 PSE. A QR code for young people to report concerns has been in use. The Glasgow Mentoring and Wellbeing Survey is embedded and used to support the wellbeing of individuals and groups. Speyside High School was described as a place where *'across all classes, positive relationships between teachers and learners are observed which were mutually respectful and rights respecting'*.



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The Glasgow Mentoring and Wellbeing survey will continue to be 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 is shared through confidential booklet to ensure all learners' needs are met. A wide range of partners are used to 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.

Next Steps

Following colleague feedback on CIRCLE resources particular plans in relation to the environment will be introduced. Also collaborative work between Learning and Teaching and SfL working groups to address adaptive teaching has a plan for going forward. Mobile phone policy will be embedded into Positive Relationships policy. A strategic over view will be taken of Pupil Support mechanisms to support this to improve outcomes for young people.



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Priority 4

Q1 2.2 Curriculum

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:

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☒ 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
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HGIOS?4 QIs:

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|------------------------------|---|------------------------------|
| ☐ 1.1 | ☐ 2.1 | |
| ☐ 1.2 | ☒ 2.2 | ☐ 3.1 |
| ☐ 1.3 | ☐ 2.3 | ☐ 3.2 |
| ☐ 1.4 | ☐ 2.4 | ☐ 3.3 |
| ☐ 1.5 | ☐ 2.5 | |
| | ☐ 2.6 | |
| | ☒ 2.7 | |

Progress and Impact

Curriculum rationale review is ongoing in light of new values. Work to understand what a Speyside Learner is, is ongoing. Timetabling and course choice timelines and processes have been reviewed and a focus on continued ambitious assertive coursing continues to ensure the best outcomes for young people. Foundation Apprenticeships continue to be developed to offer a different route to qualifications, with Business Skills in its early stages.

Next Steps

The curriculum rationale should be published this session to further support the direction of Speysides Learners experience. Foundation Apprenticeships will be further developed. We will use 16plus data related to chosen career pathways for young people to support curriculum development where possible.



Priority 5

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):**

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

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	☐ <u>P1</u> : Overcoming challenges – disability, neurodiversity ☐ <u>P2</u> : Tackling child poverty ☐ <u>P3</u> : Improving CYP mental wellbeing ☐ <u>P4</u> : Strengthening family support ☒ <u>P5</u> : Improving CECYP outcomes	☐ 1.1 ☐ 1.2 ☐ 1.3 ☐ 1.4 ☐ 1.5	☐ 2.1 ☐ 2.2 ☐ 2.3 ☐ 2.4 ☐ 2.5 ☐ 2.6 ☐ 2.7	☐ 3.1 ☐ 3.2 ☒ 3.3

Progress and Impact

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

Level 3 and 4 Achieving a Level data (ACEL) has been very positive with all levels in both literacy and Numeracy being above Local and National measures. A highlight on listening and talking has shown an improvement on this, this session. The PEF gap in literacy and numeracy has reduced this session.

We maintain excellent results for all measures in comparison with our Comparator Schools. Our positive destination took a small dip this year, but extensive post 16 work has taken place to ensure this does not continue.

Early information sharing of P7 ACEL data (in June) with teaching staff allows planning of supports (if required).

Number of pupils working at 5@6 have remained relatively consistent through the year with a small drop due to individual circumstances. An extensive and directed post prelim offer is in place to support young people for the SQA 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. Meta skills are successfully tracked in the BGE by young people.

Next Steps



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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. Work to ensure young people understand how to develop their Meta skills will introduced and a further focus on Meta Skills in the Senior Phase will be eveloped. 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 run FA in business skills and develop opportunities for a further 2 FAs in the following year. Consortia arrangements will be in place to ensure SHS learners have wider opportunities across Moray.

Ongoing focus on particular groups of young people in terms of their attainment and achievement will continue.



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Priority 6

Parental/Carer engagement

Key links to Moray Education Priority Area(s):

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

- ☐ Curriculum
☐ Closing the poverty related attainment gap

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NIF Drivers:

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HGIOS?4 QIs:

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|------------------------------|---|------------------------------|
| ☐ 1.1 | ☐ 2.1 | |
| ☐ 1.2 | ☐ 2.2 | ☐ 3.1 |
| ☐ 1.3 | ☐ 2.3 | ☐ 3.2 |
| ☐ 1.4 | ☐ 2.4 | ☐ 3.3 |
| ☐ 1.5 | ☐ 2.5 | |
| | ☐ 2.6 | |
| | ☒ 2.7 | |

Progress and Impact

We are in the early stages of improving parental/carers engagement. The parent Council is re-established and we look forward as we go forward to welcoming more parent/carers to join this to ensure are fairly represented. Over the past couple of years parents and carers have been involved in School improvement Priorities through the redevelopment of for example, Anti-Bullying Policy and the revision of our Vision and Values.

We are delighted to welcome all those parents that can manage to parents evenings and online information evenings.

Next Steps

To continue to develop opportunities for parents to be involved in school improvement planning. Encourage a wider group of Parents/Carers to join Parent Council. To work with parents to ensure the school understands better and works with families better in terms of the school's unique rural agricultural context