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| School Improvement Plan 2020-21 |
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| Selkirk High School |

INTRODUCTION - School Improvement Planning 2020/21

This document outlines our identified priorities for Session 2020/21 which will bring about continuous improvement of outcomes for our learners. It is based on rigorous self-evaluation of our provision, including the impact of development work carried out during 2019/20. For more information on our performance for 2019/20 please see our ‘School Improvement Report 2019/20’.

National Improvement Framework and SBC Priorities

# The four key priorities of the NIF

* Improvement in attainment, particularly in literacy and numeracy.
* Closing the attainment gap between the most and least disadvantaged children.
* Improvement in children's and young people’s health and wellbeing.
* Improvement in employability skills and sustained positive school leaver destinations for all young people.

# The four key principles of the NIF

* ensure that you collaborate with parents and carers, community partners and your local cluster to develop and evaluate the improvement plan
* take an evidence-based approach, including careful analysis of data on children and young people’s progress to plan targeted interventions
* focus on a small number of key priorities which can be implemented as part of your collegiate working time agreement and aim to reduce unnecessary bureaucracy
* Consider both local and the NIF priorities when developing a plan that works for your children and young people.

**SBC Priorities**

* Developing high quality learning, teaching and assessment including Inspire Learning
* Developing inclusive practice – including equity and emotional wellbeing
* Improving partnerships and family learning
* Developing high quality leadership at all levels.

**SBC Frameworks to support the delivery of the priorities**

* Quality Improvement (August 2019)
* Inclusion (March 2020)
* Partnership with Parents (due Summer 2020)
* Learning Teaching and Assessment (due summer 2020)

Self-Evaluation Summary

‘Identification of strengths and aspects for improvement involves knowing the impact of our work on learners. Learners are at the heart of effective self-evaluation’ -HGIOS 4? HGIOELC.

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| 2019-20 SIR | 2020-21 SIP |
| Key Strengths  (including PEF and ELC) | Key Areas for Improvement  (including PEF and ELC) |
| * Raising Attainment: Programme of Professional Development showing clear impact on consistency of key pedagogy across school re Learning, Intentions, Success criteria- and feedback. Supported by whole school approach to inspirelearning. Positive trends in attainment continue. * DYW and Skills: Curriculum development offering wider range of courses linked to pupil interest and local and national economic need eg Health Sector and skills, leadership quals. Increased partnership working with CLD, Selkirk Shedders and PEF Rowlands engagement worker ensuring achievement for range of pupils beyond classroom. * H&W: Very positive trend re ethos eg 90% staff reporting improved behaviour in class and around school; dramatic fall in exclusions following Positive Relationships Policy and relentless routines. Pupil Intervention Meetings introduced to maintain up to date risk matrix and deploy support dynamically and proactively- clear impact of this. | 1. Raising Attainment  * *-Learning and Teaching: Consolidating progress from ‘Satisfactory’ to ‘Good’ through Consistent Pedagogy- Feedback and Inspirelearning (with a continued focus on Learning Intentions and Success Criteria)* * *My Journey (Comprehensive Learning Overview): Qualifications, Skills and Values* * *Senior Phase: Every student achieves 5+ Qualifications* * *5@5 Ambition Target* * *Tracking and Addressing the Covid Gap/Absence incl PEF*  1. Developing Employability  * *Developing our Golden Skills and Leadership Pathways incl. accreditation and Partnership working including family learning.* * *Tracking Achievement from S1: Qualifications, Skills and Values*  1. Health and Wellbeing  * *A Nurturing Approach* * Health and Wellbeing- with a focus on mental Health * *Relentless Routines with a particular focus on closing the loop and phone calls home* |

Priority 1 2020/21

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| **Priority** | | **QI** | **NIF**  **Priority** | **SBC Framework** | ***Intended outcome****:* with reference to the NIF priorities, what specifically are you aiming to improve?   * *-Learning and Teaching: Consolidating progress from ‘Satisfactory’ to ‘Good’ through Consistent Pedagogy- Feedback and Inspirelearning (with a continued focus on Learning Intentions and Success Criteria)* * *My Journey (Comprehensive Learning Overview): Qualifications, Skills and Values* * *Senior Phase: Every student achieves 5+ Qualifications* * *5@5 Ambition Target* * *Tracking and Addressing the Covid Gap/Absence incl PEF* | | | |
| **1** | | **1.1; 1.3; 2.3; 2.4; 2.6**  **3.2; 3.3** | **School Lead.; Teacher Prof;**  **Ass of Child. Prog** | **Raising Attain.; Closing Gap** |
| **Process** | | | | | | | **Progress Tracker** | |
| **Add/delete stages as necessary** | | | | | **Strategic lead and key people** | **Timescale** | **Measures of Success:** what will be the impact of the action when it is completed? | **Date reviewed** |
| **1** | What we are going to do.  *-Learning and Teaching: Consolidating progress from ‘Satisfactory’ to ‘Good’ through Consistent Pedagogy- Feedback and Inspirelearning (with a continued focus on Learning Intentions and Success Criteria)* | | | | DHT:Vicki Blair  Middle Leaders  School Imp. Group/Inspirelearning led by Nicola Douglas  All Staff | Programme of staff meetings, inservices and SofGP sessions up to May 2020 | *Aim- Consistent high quality pedagogy in every classroom re Lis, SCs and feedback*   * Teacher ‘before and after’ Self Evaluations * Learning Visits   -Open Doors Policy 2021-22   * Whole School tracking of professional Development * Pupil Voice 5-a-day * PT self Eval and QA | Nov 2020 |
| Feb 2021 |
| Why we need to do it.  Develop consistency of high quality L&T; develop middle leadership- leadership of change and self evaluation. | | | | May 2021 |
|  |
| **2** | What we are going to do.  *Develop learning record for all BGE students*  *My Journey (Comprehensive Learning Overview): Qualifications, Skills and Values* | | | | SIG L&T group (facilitator- Nicola Douglas) | By May 2020 | All students S1-3  -Research models and technology and Trial with some classes before Oct hols.  -All students have Comprehensive learner journey overview by May 2021 including progress in Quals/Skills/Values  -Jan 2021: Achievement Journey S1/2 (all classes have had presentation) | OCT 2020 |
| May 2021 |
| Why we need to do it.  Celebrate progress and identify next steps; foster sense of meaningful curriculum and learner journey and metacognition of students as learners; communicate with parents | | | |  |
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| **3** | What we are going to do.   * *Senior Phase: Every student achieves 5+ Qualifications* * *5@5 Ambition Target-50%* | | | | HT and all staff; DHT VB tracking; DHT LT Pupil Intervention strategies | Ongoing Tracking | -Target sheet shared with all staff by Oct 2020  -Early identification and intervention for those at risk from September  -Attainment measures 2021 and Feb 2022 to show improvement | 2020-21  Tracking calendar |
| Why we need to do it.  Improve attainment of lower attaining 20%  Develop ethos of ambition in S4 | | | |
| **4** | What we are going to do.  *Tracking and Addressing the Covid Gap/Absence incl PEF*  *-Identify PEF and those atr risk S1/2/3 and interventions by Oct 2020; deploy PEF worker and pupil support resources/partnership working to support individual needs.* | | | | Pupil Support  All staff | 2 year Plan | Identify need re Literacy, numeracy, engagement by Oct; establish interventions and individual targets incl. PEF; Pupil Support; Partner agencies; CLD; DYW where appropriate. | OCT 2020 |
| Ongoing Tracking of individual progress (PIM) |
| Why we need to do it.  Education recovery; closing the gap. | | | |

Priority 2 2020/21

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| **Priority** | | **QI** | **NIF**  **Priority** | **SBC Framework** | ***Intended outcome****:* with reference to the NIF priorities, what specifically are you aiming to improve?  Developing Employability   * *Developing our Golden Skills and Leadership Pathways incl. accreditation and Partnership working including family learning.* * *Tracking Achievement from S1: Qualifications, Skills and Values* | | | |
| **2** | | **1.2; 2.2; 2.3; 3.3** | **Sch Imp;**  **Sch Lead;**  **Teacher Profess.** | **Employability; Closing Gap** |
| **Process** | | | | | | | **Progress Tracker** | |
| **Add/delete stages as necessary** | | | | | **Strategic lead and key people** | **Timescale** | **Measures of Success:** what will be the impact of the action when it is completed? | **Date reviewed** |
| **1** | What we are going to do.  Build on progress 2019-20 to monitor SDS data to inform curriculum development as changes follow financial position 2020-21; deploy Enterprise faculty, CLD, Stable Life and .5DYW and other partners to foster skills development and work related experience/accreditation | | | | DHT VBlair;  SIG facilitated by RWillan and CPoole;  .5DYW; CLD |  | Accreditation improvement of S3/4 in work-related contexts  Evaluation of Stable Life –  Curriculum Aims 2021-22 –  Creative Thinking  Computing  S1/2 Afternoons | May 2021 |
| Why we need to do it.  Build a meaningful curriculum, relevant to all | | | |
| **2** | What we are going to do.  Track Wider Achievement of S1/2/3, linking with comprehensive Learning overview and H&W; intervene for disengaged students/students with barriers of access etc to extra curricular opportunities etc. | | | | DHT LT  Pupil Support/  L&T SIG |  | Tracking model set up by Oct and trialled.  Overview of wider achievement profile of all BGE students including next steps and bespoke opportunities by May 2021 | Oct 2020 |
| May 2021 |
| Why we need to do it.  Develop achievement, wider engagement/inclusion | | | |

Priority 3 2020/21

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| **Priority** | | **QI** | **NIF**  **Priority** | **SBC Framework** | ***Intended outcome****:* with reference to the NIF priorities, what specifically are you aiming to improve?  Health and Wellbeing   * *SBC Nurturing Approach* * Health and Wellbeing- with a focus on mental Health * *Relentless Routines with a particular focus on closing the loop and phone calls home* | | | |
| **3** | | **1.2; 2.2;**  **2.4; 2.5; 3.1** | **Perform Info;**  **Teach Profess.;**  **Parent Eng;** | **H&W** |
| **Process** | | | | | | | **Progress Tracker** | |
| **Add/delete stages as necessary** | | | | | **Strategic lead and key people** | **Timescale** | **Measures of Success:** what will be the impact of the action when it is completed? | **Date reviewed** |
| **1** | What we are going to do.  Follow SBC Nurturing approach as set out in SBC Nurture Action Plan | | | |  |  | See SBC Nurture Action Plan |  |
| Why we need to do it.  Develop inclusion and nurturing approach at the school and consistency across the cluster and SBC | | | |
| **2** | What we are going to do.  Relentless Routines: build on SHS Positive Relationships policy to develop consistency with phone calls home and closing the loop | | | | LT, PTs and all Staff |  | Faculty focus in 1:1 and QA | Ongoing review |
| Why we need to do it.  Develop consistency re our approach to positive relationships; empower teachers and develop teacher/family relationships | | | |

**HGIOS 4 Overview Cycle**

**This overview will help schools to identify what HGIOS4 Quality Indicators need prioritised within the 3 year cycle**

| **Quality Indicators**  **How good is our school 4?** | | | **Tick** | | |
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| **Key Aspect** | **Quality Indicator** | **Themes** | **2020/21** | **2021/22** | **2022/23** |
| Leadership and Management | **1.1 Self Evaluation for self-improvement** | * Collaborative approaches to self-evaluation * Analysis and evaluation of intelligence and data which ensure impact on learners | **** |  |  |
| **1.2 Leadership of Learning** | * Professional engagement and collegiate working * Impact of career long professional learning * Children and young people leading learning | **** |  |  |
| **1.3 Leadership of change** | * Developing a shared vision, values and aims relevant to the school and its community * Strategic planning for continuous improvement and implementation of change |  |  | **** |
| **1.4 Leadership and management of staff** | * Governance framework * Building and sustaining a professional staff team : staff wellbeing and pastoral support |  | **** |  |
| **1.5 Management of resources to promote equity** | * Management of finance for learning * Management of resources and environment for learning |  | **** |  |
| **Learning Provision** | **2.1 Safeguarding and child protection** | * Arrangements for safe guarding, including child protection * Arrangements to ensure wellbeing * National guidance and legislation | **** |  |  |
| **2.2 Curriculum** | * Rationale, design and development of the curriculum * Learning pathways including skills for learning, life and work |  | **** |  |
| **2.3 Learning, teaching and assessment** | * Learning and engagement * Quality of teaching : effective use of assessment: planning, tracking and monitoring | **** | **** | **** |
| **2.4 Personalised learning** | * Universal and targeted support * Removal of potential barriers to learning |  |  | **** |
| **2.5 Family Learning** | * Engaging families in learning: quality of family learning programmes * Early intervention and prevention |  | **** |  |
| **2.6 Transition** | * Arrangements to support learners and their families * Collaborative planning and delivery : Continuity and progression in learning | **** |  |  |
| **2.7 Partnerships** | * The development and promotion of partnerships * Collaborative learning and improvement : Impact on learners |  |  | **** |
| Successes and Achievements | **3.1 Improving wellbeing, equality and inclusion** | * Wellbeing : Inclusion and equality * Fulfillment of statutory duties |  | **** |  |
| **3.2 Raising attainment and achievement** | * Attainment in literacy and numeracy : Attainment over time * Overall quality of learners’ achievement : Equity for all learners | **** | **** | **** |
| **3.3 Increasing creativity and employability** | * Creativity skills : Digital innovation ; Digital literacy * Increasing employability skills |  |  | **** |

**Broad View Audit: Evaluation**

**A broad view audit tool using all quality indicators is included for use as required by schools**

**This audit will help schools to select aspects of HGIOS4 to identify priorities for the SIP.**

| **Quality indicators**  **How good is our school 4?** | | | | | | | | | |
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| **Key Aspect** | **Quality Indicator** | **Themes** | **School’s self-evaluation** | | | | | | |
| 6 | 5 | 4 | 3 | 2 | 1 | Date September 2020 |
| Leadership and Management | **1.1 Self Evaluation for self-improvement** | * Collaborative approaches to self-evaluation * Analysis and evaluation of intelligence and data * Ensuring impact on learners success and achievements |  |  |  | **** |  |  | All staff involved in evidence-based evaluation and development of L&T; all staff involved in Faculty self-eval and Action planning; monitoring processes increasingly effective and impacting on attainment trends.  Greater degree of pupil + partner voices in improvement planning |
| **1.2 Leadership of Learning** | * Professional engagement and collegiate working * Impact of career long professional learning * Children and young people leading learning |  |  |  | **** |  |  | Strong L&T professional development plan- evidence-based.  Pupils leading learning through feedback next step 2020-21 |
| **1.3 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 |  |  |  | **** |  |  | Clear vision, values and aims developed in partnership; strategic planning based on community values and range of data; processes in place to ensure impact and evaluation.  Involvement of partners in school improvement needs further development |
| **1.4 Leadership and management of staff** | * Governance framework * Building and sustaining a professional staff team * Staff wellbeing and pastoral support |  |  | **** |  |  |  | Empowerment re staffing structures and appointments lies with SBC.  Staff Wellbeing SIG group contributing well 2020-21 |
| **1.5 Management of resources to promote equity** | * Management of finance for learning * Management of resources and environment for learning |  |  | **** |  |  |  | Budgets are yet to be shared as of Sept 2020 and yearly cuts make management of resources currently very challenging |
| **Learning Provision** | **2.1 Safeguarding and child protection** | * Arrangements for safe guarding, including child protection * Arrangements to ensure wellbeing * National guidance and legislation |  |  | **** |  |  |  | Weekly PIMs (Pupil Intervention Meetings) now ensuring continual updating of risk matrix; consistency developing re Positive Relationships Policy  Tracking Wellbeing a focus 2020 |
| **2.2 Curriculum** | * Rationale and design * Development of the curriculum * Learning pathways * Skills for learning, life and work |  |  |  | **** |  |  | Final year of 3 Year plan re Meaningful Curriculum: new courses, work-related accreditation and employability BGE course developing well.  Comprehensive Learner Journey doc for all students planned for 2020-21 |
| **2.3 Learning, teaching and assessment** | * Learning and engagement * Quality of teaching * Effective use of assessment * Planning, tracking and monitoring |  |  |  | **** |  |  | L&T Priority in Improvement Planning: professional dev is ensuring increasing consistency in key pedagogical areas.  Focus 2020-21: Feedback and Inspire |
| **2.4 Personalised learning** | * Universal support * Targeted support * Removal of potential barriers to learning |  |  | **** |  |  |  | Resources and support for least engaged students is developing but remains a continual focus |
| **2.5 Family Learning** | * Engaging families in learning * Early intervention and prevention * Quality of family learning programmes |  | **** |  |  |  |  | A range of events and communictaions skeep families informed and, through inspirelearnming, greater degree of involvement. |
| **2.6 Transition** | * Arrangements to support learners and their families * Collaborative planning and delivery * Continuity and progression in learning |  |  |  | **** |  |  | Transition experiences now extend through the year-  Support for families through transitions in High School needs development |
| **2.7 Partnerships** | * The development and promotion of partnerships * Collaborative learning and improvement * Impact on learners |  |  |  | **** |  |  | Students engaged with a range of Partners: Stable Life, Rowlands, CLD, Selkirk Shedders, Rotary and achieving work-related accreditation in a range of contexts |
| Successes and Achievements | **3.1 Improving wellbeing, equality and inclusion** | * Wellbeing * Fulfillment of statutory duties * Inclusion and equality |  |  | **** |  |  |  | Positive Relationships Policy and Relentless Routines increasing consistency; PIMs supporting interventions;  Nurture focus 2020-21 |
| **3.2 Raising attainment and achievement** | * Attainment in literacy and numeracy * Attainment over time * Overall quality of learners’ achievement * Equity for all learners |  |  | **** |  |  |  | Attainment generally positive over time in key measures incl S4 5&5; S5 5&6; S6 performance; literacy and Numeracy  Wider achievement developing; equity and lower 20% remain a focus. |
| **3.3 Increasing creativity and employability** | * Creativity skills * Digital innovation * Digital literacy * Increasing employability skills |  |  |  | **** |  |  | BGE skills course S1 and S2 and progression pathways from S3 in skills and leadership; digital literacy improving dramatically through inspirelearning technology and teacher leadership; partner involvement is growing and remains a focus. |

**Use as a reference only to support the self-evaluation of each priority**

***What is your self-evaluation telling you in relation to this priority?***

**IMPACT OF**

**IMPROVEMENT**

***Publish in 2019-20 SIR, with reference to NIF priorities.***

**SUCCESSES & ACHIEVEMENT**

***How outcomes will be improved through the development of leadership and learning.***

**LEARNING PROVISION**

***What aspects need to improve in order to develop this priority*?**

**LEADERSHIP & MANAGEMENT**

***What aspects need to improve in order to develop this priority*?**