



School Improvement Plan

2022-23

Selkirk High School



INTRODUCTION - School Improvement Planning 2022/23

This document outlines our identified priorities for Session 2022/23 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 2021/22. For more information on our performance see our School Improvement Report 2021/22.

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?

Strengths 2021-22
Learning and Teaching -Attainment of Literacy and Numeracy greater than VC; Attainment in N5 Maths/Appl. of Maths excellent; continuation of positive trends: % S4 students achieving 5@5; % students achieving 5@6 -Curriculum Development and introduction of new courses including Digital Pathway and S1/2 Skills In Action Courses -Professional Development Programme: every teacher positively engaged in whole school pedagogical focus on feedback and metacognition and Impact Story Inclusion -Nurture Base opened and groups engaged -Achievement Journey focus in S1/2 recognising wider achievement of all students

Areas for Improvement 2022-23			
	Short Term	Medium Term	Long Term

<p>Learning, teaching and assessment including Inspire Learning.</p>	<p>-Teacher self eval and Professional Learning programme on Feedback, Metacognition and Questioning in place by Oct</p> <p>-Attainment Targets created and tracked and interventions demonstrating impact by Oct</p>	<p>Staff engaged in Prof Learning and Impact Stories demonstrating progress</p> <p>-Impact of coaching programme demonstrable by Prelim</p>	<p>Staff consistency in key pedagogical areas clear through QA Faculty support weeks</p> <p>Improvement in key attainment measures 2023</p>
<p>Inclusion</p>	<p>-Attendance: Targets in line with Scotgov Stretch Aims; new HSLW and Youth Worker Posts to support engagement and Inclusion of targeted groups.</p> <p>-Wider Achievement Tracking: School Improvement Group developing tracking system to record engagement in extra curric and House and other experiences with aim to include all students.</p> <p>-Nurture: Training on Nurturing Environment across the school and in every class; Supporting mental Health and neurodiversity- whole school and targeted</p>	<p>Students identified and impact of interventions tracked; impact reviewed by Oct</p> <p>Students less engaged in wider ach. opportunities identified and interventions as appropriate</p> <p>Nurture Training in Oct; Targeted Neurodiversity supports running by Oct; mental health supports underway</p>	<p>Meet attendance aims 2022-2023</p> <p>All students engaged in inclusive programme of extra curricular opportunity</p> <p>Wellbeing measure indicate progress whole school and targeted.</p>

Priority 1: Learning, teaching and assessment, including Inspire Learning

QI	NIF Priority	SBC Framework	Intended outcome:			
1.1; 1.3; 2.3; 2.4; 2.6 3.2; 3.3	Attainment and Closing the gap;	Quality Improvement; Learning, Teaching and Assessment	-By end of session, all or almost all students experience consistently high quality feedback, metacognition focus and questioning across learning -Attainment improves/positive trends maintained in a range of target areas			
Process				Progress Tracker		
		Strategic lead and key people	Timescale (Date)	Measures of Success	Review Date	
1	What we are going to do? All Teachers engage in Impact Story self Evals and in Professional Learning Programme	Nicola Douglas Lead Teacher; PT.1	Monthly tracking	By May 2023, a range of measures will demonstrate progress: all or almost all students experience consistently high quality feedback, metacognition learning and questioning across their learning. -Whole School Tracker -Teacher Impact Stories -Pupil Voice -Faculty SEv Support Weeks (x1 Faculty per month)	monthly	
	Why we need to do it? All students experience high quality feedback, metacognition learning and questioning across learning	Pedagogy; L&T SIG; All Staff;			monthly	
2	What we are going to do? Raise attainment in targeted groups in line with SHS need and Scotgov stretch aims S4 Leavers 5 quals; S4 5@5; S5 5@6; leavers 1+@5 and 1+@6	VB DHT; JB HT; PTs; PT.1 Student Leadership			End of prelim and end of session triangulation of attainment, pupil voice and L&T QA (incl. Faculty SEval support weeks) demonstrates impact of Tracking and interventions incl.	

	Why we need to do it? Maintain positive trends and improve attainment in target areas	of Learning; All staff		Coaching targeted groups led by PT.1 Student Leadership of Learning	

Priority 2: Inclusion

QI	NIF Priority	SBC Framework	Intended outcome:		
1.2; 2.2; 2.4; 2.5; 3.1	Health and Wellbeing; Attainment and Closing the Gap.	Inclusion; L,T&A	-By end of session, attendance will improve in line with targets -By May 2023, all students can demonstrate positive engagement in Wider Achievement -By end of session, all teachers are confident re Nurturing environment and all or almost all students report positive support for health and wellbeing		
Process			Progress Tracker		
		Strategic lead and key people	Timescale (Date)	Measures of Success	Date Reviewed
1	What we are going to do. Set attendance targets for all year groups and sub groups eg Q1; and put in place interventions for students below 90% attendance	LT DHT; VR HSLW; all staff	Ongoing- May 2023	By end of session, school attendance targets are achieved; by end of session individual attendance targets are achieved	Weekly tracking

	<p>Why we need to do it. Improve attendance and engagement and learning</p>				
2	<p>What we are going to do. By May 2023, ensure all students have engaged in extra curricular, house comps or can demonstrate Wider Achievement</p>	<p>Wider Ach SIG; Pupil Support Team; RTL teachers</p>	<p>Tracking organised by Sept; termly reviews for intervention on 7th Oct.</p>	<p>Ongoing tracking and interventions led by staff and pupils (House system leadership) will help ensure all students are involved in extra curricular and contribute in programme of House Comps session 2022-23</p>	<p>Termly reviews</p>
	<p>Why we need to do it. Promote and value wider achievement of all pupils inclusively; celebrate success.</p>				
3	<p>What we are going to do. Develop our Nurturing environment so all teachers are confident in offering nurture and all learning environments are aligned to nurturing principles. This includes whole school learning and bespoke provision for neurodiverse cohort.</p>	<p>All staff; Pupil Support Team; Partners.</p>	<p>Staff Training 17th Oct and follow up actions by Xmas; Termly analysis of student wellbeing data.</p>	<p>By end of session all teachers are confident re Nurturing Learning environment; all or almost all pupils report positively in key H&W indicators.</p>	<p>Termly</p>
	<p>Why we need to do it. Inclusion for all.</p>				

Ongoing Improvements 2022-23

Process		Progress Tracker		
Improvement		Strategic lead	Measures of Success	Expected completion date
1	Leadership of Change: SHS Impact Stories at all levels Students' Achievement Journeys; teachers; Faculties; SIGs; Whole School. 2022-23 focus on Faculty SEv. Support weeks.	JB	Review of Impact Stories shows Leadership of Change at ebvery leve	May 2023
2	BGE Benchmarking and Tracking and Monitoring	SLT	In line with SBC developments	May 2023
3	Professional Development L&T: developing learning Visit and coaching culture	N.Douglas and PTs .1	Programme of LVs; Teacher impact stories all triangulated by LVs.	May 2023
4	PEF: triangulated evidence of PEF Interventions leading to Impact: Youth Worker; Partner Engagement; Music therapy; Community Mentoring Programme	LT; Pupil Support Team; all staff	Attainment; Engagement measures	May 2023
5	Curriculum Development in Health and Wellbeing Faculty	SLT; AA (PT)	Faculty offer developed for session 2023-24 in line with post Covid H&W student need	May 2023