

# PARENT VOICE AT SHS

## ...and how we're responding!

Thank you to all parents and carers who contributed views in our recent School Improvement survey.

There were many positives about our school and some very useful ideas about improvements too.

A couple of parents queried why the survey wasn't anonymous...

We simply took the survey from HMIE (His Majesty's Inspectorate of Education)- school surveys of this kind tend not to be anonymous: if a problem is expressed, we are then much more able to do something about it if we know who it involves!

Please never hesitate to contact the school if you have a concern. We must know if we are not getting things right. (It's helpful and encouraging to know when we're doing things well too!). Or pop in to see Mr Bryson (see opposite). We need the help of those who know our young people the best- our families!

If you missed this survey and would like to share your thoughts, please follow this link

<https://forms.office.com/e/1Yi5R6MXfn>



## HEADTEACHER DROP-IN

10-12 o'clock  
At the High School

Saturday 27th January

Saturday 24th February

Saturday 23rd March



At Selkirk High School, we are always very keen to hear from the people who know our students best- families!

Thank you for engaging with surveys and school events and being in touch! If weekday times are too awkward for you, **please make an appointment** to see Mr Bryson on a Saturday Drop-In.



Mr Bryson is delighted to discuss any matter to do with school and the progress of young people.

We are a forward-looking, inclusive and ambitious school and we are determined to get better and better at everything we do- so we need the views and ideas of our families!

To make an appointment, just call the School Office 01750 20246

Our Parent Partnership works closely with the school to make improvements.

Why not get involved?

- some parents support extra curricular life
- some parents support events and help with fundraising
- others work with staff to improve an area of school life- a current focus is on communication and were very excited about the transformative plans to improve the way we communicate with our families.

To get involved, just email [pcselkirkhighschool@scottishborders.npfs.org.uk](mailto:pcselkirkhighschool@scottishborders.npfs.org.uk)



# Some of the positives...

Although the number of respondents was quite low - and we have to be cautious about drawing conclusions- we are grateful for the snapshot it offers of how we're doing.

Most/almost all respondents agreed or strongly agreed with almost all of the positive statements about SHS

**To see the full survey results (minus anything which may identify anyone), just [click here](#).**

Approachable staff, idea pupil numbers, staff actively encourage my child boosting confidence

Encouraging children in class, areas to be quiet like nurture base, sense of fun in learning.

The teachers seem kind and understand what learning is needed

Lots of opportunities and staff know the pupils well

smaller secondary school by comparison and broad range of non academic studies

Welcoming atmosphere with senior management approachable. My child seems very happy at school, and looks forward to learning.

Smaller school so any issues are noticed and dealt with. Teaching staff are invested in their pupils working to the best of their abilities. Front line staff are always helpful and know the children.

Collaborative. Forward looking. Inclusive

Maths and music department are good. Curriculum subjects seem engage my child. Simple, practical uniform.

Openess to the changing needs of young people.

Visibility of senior management, approachability of office staff, good liaison with learning support, happy and welcoming staff.

are so many lunchtime clubs etc. Great the hockey is financially supported, and so active. . We were massively impressed by the christmas concert and by how many of the young people were taking part in music, such a great thing for their confidence and wider learning, and so much talent being showcased. Something to be very proud of.

consistency/stability of teaching staff and management team meaning that positive relationships can be built and maintained. A wholistic focus on child learning and development. Strong links with the local community. Development of focus on Nurture and Neurodiversity within the curriculum. Positive and constructive working with SHSPP. Range of extra curricular activities.

My child is encouraged to be the best version of the individual they are. I don't feel they are falling into the middle of the road, one of many, not the worst, not the best, cracks where he has been previously.

It appears to be a friendly environment where most staff members are approachable.

The pupils appear to feel it is their school for which they take ownership and responsibility.

Approachable staff, idea pupil numbers, staff actively encourage my child boosting confidence

Very Hard working staff

A great learning environment with brilliant values

I like that the school is small and generally most pupils know other pupils. I feel that the headteacher is very present.

Ethos and direction. Skills in action is an excellent concept.

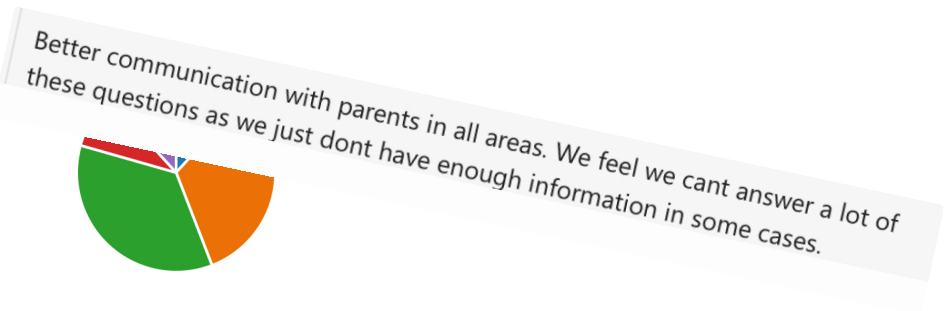
# And some areas for development...

## 1. Communication about Learning

15. I receive helpful, regular feedback about how my child is learning and developing eg calls home, informal feedback, reports etc

[More Details](#)

Strongly agree	4
Agree	11
Disagree	12
Strongly disagree	3
Don't know	4



16. The info I receive about how my child is doing reaches me at the right time

[More Details](#)

Strongly agree	3
Agree	15
Disagree	7
Strongly disagree	3
Don't know	6



**The way we communicate about learning is not good enough so we're trying something new...**

1. Homestudy: clear updated **Homestudy expectations** have been agreed and shared with families. Following some planning time on Inservice 12th Feb, teachers will be using this more consistently from March 2024.
2. Reporting and Parents' Evenings: We have drafted a totally new approach to reporting and parents' evenings.
  - This includes more frequent Tracking through the year
  - Full reports will include students' Achievement Journey docs (visual CV) to ensure we celebrate the wider achievement in skills and values as well as consider progress and next steps in qualifications.
  - We will also provide opportunity for parents/carers to discuss the holistic progress and experience of their child.






Please note: the SHS Parent Partnership is working with the school to improve how we communicate with families about everything! The team will also consider our reporting proposals with the aims of ensuring they are valuable, timely and will actually make sense to our families.

As we trial the above, parents and carers will have opportunity to provide feedback on all this.

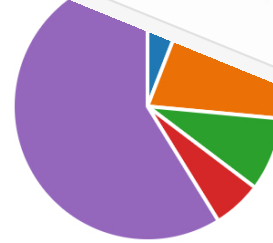
## 2. Communication about Health & Wellbeing

29. The school deals well with bullying

[More Details](#)

	Strongly agree	2
	Agree	7
	Disagree	3
	Strongly disagree	2
	Don't know	20

Tackling bullying. My daughter says she doesn't feel safe there because of bullies, but I don't know what the answer to it is.



A better understanding of what to do / process if there are any concerns re bullying

Significant numbers of parents simply don't know how we deal with bullying and support positive behaviour in the school. Nor are they sure how they can help. This is because we haven't been clear about it!

Alongside really positive comments, we also see the perception that sometimes there are no or inadequate consequences for poor behaviour. This is absolutely not the case but often consequences for an individual are not widely known about.

We have put together a 'one stop shop' document which explains our approach to Positive Relationships and explains why we do what we do and the evidence base for our nurturing approach which considers all behaviour as communication. Please click on the link below to have a look.

### [Positive Relationships for Learning](#)

It also contains a range of information about Health and Wellbeing, Attendance and supports for pupils at SHS.

Pupils have responsibilities too and our core expectations and high standards are explained here as well.

The SHS Parent Partnership is working hard with the school to develop a new and much clearer approach to how we communicate with families through the school year - watch this space!

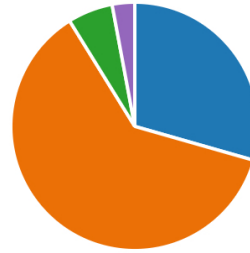


### 3. Respect and Safety

#### 5. Staff treat my child fairly and with respect

[More Details](#)

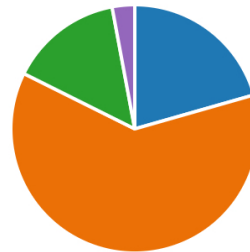
Strongly Agree	10
Agree	21
Disagree	2
Strongly disagree	0
Don't know	1



#### 6. I feel that my child is safe at the school

[More Details](#)

Strongly agree	7
Agree	21
Disagree	5
Strongly disagree	0
Don't know	1



The above may seem generally positive but we know that some of our young people do not always feel safe at school.

We have also surveyed students as part of our ESAS Equally Safe at School project and have set up an Action group (staff and students) to address particular issues such as sexualised language.






A number of students have also mentioned feeling unsafe in toilets because of groups of students socialising and sometimes vaping in cubicles. We are now monitoring toilets throughout the day to ensure groups are not gathering to socialise which can be intimidating for others and we have introduced a vaping policy which means that first time vapers will receive Health and Well-being education sessions over a number of lunchtimes; students who continue to vape will be invited along with families to a meeting to avoid exclusion. This is already working well and incidences of vaping have declined significantly since the start of term.

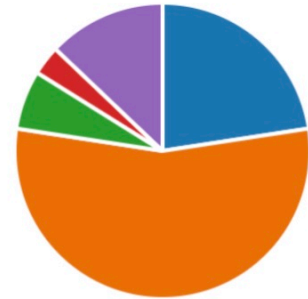


## 4. Respect and Safety cont.

26. The school encourages young people to treat others with respect

[More Details](#)

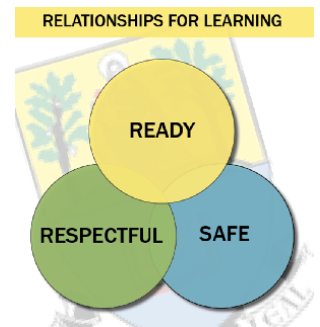
	Strongly agree	7
	Agree	17
	Disagree	2
	Strongly disagree	1
	Don't know	4



### Our 3 Expectations

We don't have a million school rules for every situation at SHS- instead, we have 3 Core Expectations: every student is expected to be Ready, Respectful and Safe.

Respect is therefore a core expectation at SHS and is discussed with students daily in our ten minute RTL (Ready to Learn) classes and in regular assemblies.



As described in our Positive Relationships for Learning doc (see link above), there are a range of supports and consequences for students who struggle to meet these expectations.

### Our 3 Values

Our 3 values of Compassion, Courage and Integrity are not simply posters on a wall or ppt slides. We strive to put these into action in all we do. We really do.

That's why, along with Qualifications and Skills, our Values are a key part of every student's Achievement Journey (visual CV) which, as we move into next session, will be shared with parents and carers as an important part of their school report.



### COMPASSION, COURAGE AND INTEGRITY

Identifying our new school values has involved everyone. Thank you to parents and carers for your input.

Our Pupil Parliament felt that Integrity was 'honesty +' so our top 3 are Compassion, Courage and Integrity.

Students are now creating our Values Charter... what do our values actually look like in action?