



School Improvement Plan

Selkirk High School



2024-25

INTRODUCTION - School Improvement Planning 2024/25

This document outlines our identified priorities for Session 2024/25, 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 2023/24. For more information on our performance, see our School Improvement Report June 2024.

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 2023-24
<ul style="list-style-type: none">- BGE Curriculum: enhanced pathways to meet learners' needs eg Forestry and Outdoor Learning, Teamsports, DofE in the curriculum, SIA rota, Fashion and Textiles S1/2/3, Tractor repair project; Meta Skills Implementation year 1: All S1/2/3 completed meta skills self Ev and target-setting to be continued in SIA rota through the year (S1/2) and in pathway options for S3/4 leading to BGE Dynamic Youth Award accreditationTracking and Monitoring: whole school Attainment and Wellbeing Tracker launched ready for 2024-5- LT&A: Creation of SHS Moderation Cycle- PT Strategic Leadership Programme linked with whole school PL Plan 2024-25; Empowering Learning Framework: staff designed our SHS Lesson planner.- Literacy and Numeracy: Interventions in place for BGE learners leading to ACEL improvements and achievement of S3 Stretch Aims-Senior Phase Curriculum: further enrichment including FOLA Level 5, Barista NPA, Teamsports NPA, App Development in Swift.-S4 1@L5 (85%) stretch aim surpassed.
-PIM weekly 'Pupil Intervention Meetings' now using our Wellbeing Tracker- Glasgow data allows us to identify pupils for a very wide range of meaningful curriculum opportunities.

- Attendance: HSLW leading new policy and guidelines and interventions discussed and tracked at weekly PIM (Pupil Intervention Meeting) leading to meeting of most year group stretch aims
- Appointment of SHS BGE Teacher to work with groups of S1/2 students who struggle with the transition to traditional secondary timetable.
- ESAS: whole school survey identifying areas for improvement eg safety which Staff/student group are addressing.
- TAC: Team around the Cluster. Use of SEF to appoint cluster HSLW who begins session 2024-25 to work with small group of identified families alongside TAC.

Areas for Improvement 2024-25

	Short Term	Medium Term	Long Term
Learning, teaching and assessment (incl. pedagogy, pathways and digital)	<p>SHS Moderation Cycle and tracking BGE Attainment with impact</p> <p>PL Programme : Listening and Talking (SBC way) and ‘empowering’ pedagogy</p> <p>Attainment: SP TARGETS supported by new approach to data analysis in Faculties</p>	<p>SHS Moderation Cycle and tracking BGE Attainment with impact</p> <p>PL Programme : Listening and Talking (SBC way) and ‘empowering’ pedagogy</p> <p>Attainment: SP TARGETS supported by new approach to data analysis in Faculties</p>	<p>SHS Moderation Cycle and tracking BGE Attainment with impact</p> <p>PL Programme : Listening and Talking (SBC way) and ‘empowering’ pedagogy</p> <p>Attainment: SP TARGETS supported by new approach to data analysis in Faculties</p>
Inclusion (incl. nurturing practice, promotion of wellbeing and universal / targeted supports for all learners)	<p>Meeting Learners’ Needs- using Risk matrix/H&W/participation data to plan ...adaptive learning, impactful interventions, meet attendance targets etc</p> <p>Family Engagement- (Incl. Showbie)</p>	<p>Meeting Learners’ Needs- using Risk matrix/H&W/participation data to plan ...adaptive learning, impactful interventions, meet attendance targets etc</p> <p>Family Engagement- (Incl. Showbie)</p> <p>Achievement Journey: Holistic Impact Story for every child communicated through Showbie</p>	<p>Meeting Learners’ Needs- using Risk matrix/H&W/participation data to plan ...adaptive learning, impactful interventions, meet attendance targets etc</p> <p>Family Engagement- (Incl. Showbie)</p> <p>Achievement Journey: Holistic Impact Story for every child communicated through Showbie</p>

Priority 1: Learning, teaching and assessment (incl. pedagogy, pathways and digital)

QI	NIF Priority	SBC Framework	Intended outcome:		
1.1, 1.3, 2.3, 2.4, 2.6, 3.2, 3.3	Attainment; Closing Gap	Learning Teaching and Assessment	'Almost all' learners have a consistent high quality learning experience in identified pedagogical areas: LI/SC/Feedback/Dialogue		
Process				Progress Tracker	
		Strategic lead and key people	Timescale (Date)	Measures of Success (What is the impact of the improvements for learners?)	Review Date
1	What we are going to do?	Whole staff -see PL Calendar	Termly PL Prog. Faculty Support Week calendar	Faculty Support Weeks- triangulated evidence Eg move from 'Most' (2023-24) to 'Almost all' SHS lessons effectively based on SHS learning planner; 'Almost all' lessons demonstrating effective pedagogy in identified areas (LI/SC/Feedback/Dialogue) Pupil Voice- Target: 'Almost all' pupils responding positively to L&T survey in key pedagogical areas eg SC/Feedback Progression and Choice based on Attainment and Wellbeing Tracker	According to Faculty Support Week QA calendar
	Why we need to do it?				
		Consistency across BGE in understanding standards, planning L&T and assessment; rigour in BGE reporting enabling meaningful analysis and informed next steps in Faculties and whole school; 'empower learners' to have a voice; consistently engage learners in deep thinking			

<p>2</p>	<p>What we are going to do?</p> <p>Attainment: SP TARGETS supported by new approach to data analysis in Faculties</p> <p>Attainment: BGE stretch aims in Lit and Numeracy S1/2/3</p>	<p>JB; VB; PT; All teaching staff</p>		<p>Faculty Support Weeks- triangulated evidence</p> <ul style="list-style-type: none"> - Lesson quality (-‘Almost all’) -Attainment and Wellbeing Tracker to support ‘at risk’ learners (‘All’) <p>Attainment Stretch aims (TBC pending Insight data)</p>	
	<p>Why we need to do it?</p> <p>Raise attainment in key groups eg S4 middle 60%</p>			<p>S4 1@L5 A-D – 92% (2023-24 88%) S4 1@L5 A-C – 90% (2023-24 - 85%)</p> <p>S4 1@N5 A-D – 85% (2023-24 80%) S4 1@N5 A-C - 80% (2023-24 75%)</p> <p>S4 5@L5 A-D – 60% (2023-24 47%) S4 5@L5 A-C – 45% (2023-24 27%)</p> <p>S4 5@N5 A-D – 50% (2023-24 43%) S4 5@N5 A-C – 40% (2023-24 25%)</p> <p>S5 1@L6 A-D – 55% (2023-24 59%) S5 1@L6 A-C – 50% (2023-24 52%)</p> <p>S5 1@H A-D – 55% (2023-24 58%) S5 1@H A-C – 50% (2023-24 49%)</p> <p>S5 5@L6 A-D – 12% (2023-24 14%) S5 5@L6 A-C – 10% (2023-24 10%)</p> <p>S5 5@H A-D - 10% (2023-24 11%) S5 5@H A-C – 10% (2023-24 10%)</p>	<p>Ongoing- see SHS QA calendar/ Attainme nt and Wellbeing Tracker</p>

				S3 BGE Lit/Num TBC Level 3 Level 4	
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Priority 2: Inclusion (incl. nurturing practice, promotion of wellbeing and universal / targeted supports for all learners)

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	All staff use our Attainment and Wellbeing Tracker effectively to meet Learners' needs and raise attainment in key groups; attendance stretch aims are met.			
Process			Progress Tracker			
		Strategic lead and key people	Timescale (Date)	Measures of Success (What is the impact of the improvements for learners?)		Date Reviewed
1	What we are going to do.	LT (DHT) and PL PT LS); all staff	Meeting Learner's Needs PL Prog.	Faculty Support Weeks evidence -Attainment and Wellbeing Tracker to support 'at risk' learners ('All' receive appropriate support; 'Almost all' showing demonstrable impact' eg Pupil Voice, attainment progress and direct Obs.		Ongoing Faculty Support Week calendar
	Meeting Learners' Needs- all staff using Risk matrix embedded in the Attainment and Wellbeing tracker to plan adaptive learning, impactful interventions, attendance support					

	<p>Why we need to do it.</p> <p>Improve universal attendance and attendance in key groups Q1; FSM; CG</p> <p>Raise attainment and engagement in key groups Pupils affected by poverty; CE; ASN through SHS PIM process</p>			<p>Attendance Targets for 2024/25</p> <p>S1- 92%</p> <p>S2- 90%</p> <p>S3- 88%</p> <p>S4- 85%</p> <p>S5- 88%</p> <p>S6- 92%</p> <p>Whole School- 89%</p> <p>S1 Q1/FSM/CG - 86%</p> <p>S2 Q1/FSM/CG - 87%</p> <p>S3 Q1/FSM/CG - 88%</p> <p>S4 Q1/FSM/CG - 75%</p> <p>S5 Q1/FSM/CG - 89%</p> <p>S6 Q1/FSM/CG - 86%</p> <p>Whole School Q1/FSM/CG - 85%</p> <p>Attainment/engagement of key groups measurable on individual basis (attainment/attendance/Glasgow)</p>	<p>Ongoing review and monitoring</p>
<p>2</p>	<p>What we are going to do.</p> <p>Family Engagement- Develop a whole-school approach to effective and meaningful family engagement including: more effective communications/reporting on progress using Showbie and pupils' Achievement Journeys; develop a programme of learning opportunities for families.</p> <p>Why we need to do it.</p>	<p>LT (DHT) and stakeholder group.</p>		<p>Co-created vision of effective family engagement with parents/carers, staff and pupils.</p> <p>Co-authored 'Family Learning Programme' (parent voice to gather feedback – 'almost all' parents attending feel more confident in supporting their child's learning at home).</p>	

	Raise attainment through improved relationships/communication and engagement in a range of measures			<p>COTSD working group established and toolkit implemented.</p> <p>All Parents signed up to and engaging with Showbie (parent/carer feedback showing 'almost all...' parents are confident in using Showbie).</p> <p>Increased attendance at Parents' Evenings and events with a focus on S3 (61% in 2023/24; 75% target 2024-25 for this year group).</p> <p>Increased response to school surveys with an aim of 50%.</p>	
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Ongoing Improvements 2024-25				
Process			Progress Tracker	
	Improvement	Strategic lead	Measures of Success	Expected completion date
1	Showbie and Achievement Journey Reporting	SLT- AF;ND + all staff	AJ with embedded report shared for every student shared with families.	May 2025
2	Pupil Voice and Faculty Support Weeks	SLT and PT Leadership Team	'Almost all' pupils feel they are listened to/have a voice at SHS	May 2025

3	Metaskills development Plan implemented in S1/2/3 leading to accreditation	AF (DHT) and key staff	All BGE students tracking skills progress on their Achievement Journey.	April 2025
4	Nurture Refresh	LT- Professional Learning Prog esp. for new staff	Use of CIRCLE toolkit to audit and implement a 'refresh'. Input for new members of staff. QA using CIRCLE toolkit.	May 2025