



# School Improvement Report

Selkirk High School



2023-24



## Review of Progress 2023-24

### Context of the setting

Selkirk High School is a rural comprehensive Secondary School in the Royal Burgh of Selkirk in the Scottish Borders. Our current student roll of 415, from a wide range of backgrounds, is served by 35 teaching staff and a Pupil Support team which includes ANAs, Youth Workers and Engagement Officers. Attainment in Literacy and Numeracy is consistently above our virtual comparator, positive destination trends are very positive and students access a wide range of pathways meaningful to them whether provided by our school curriculum, our partner school Gala Academy, Borders College or external partners. Selkirk HS is a 'Digital School' and we are proud to be one of the few Apple Distinguished Schools in Scotland.

Our vision at Selkirk High School is to empower every student to achieve their unique and magnificent potential whatever their background, ability or identity. We are determined that every individual leaves the school with the qualifications, skills and values to pursue their dreams with confidence, ambition and success in order to enhance their lives, their community and their world.

Our curriculum is therefore an Achievement Journey, relentlessly focused on 3 areas of endeavour: Qualifications, Skills and Values and students record progress in these areas in a continually updated visual CV.

We are very proud of the developing SHS offer of Qualifications which is increasingly meaningful as we respond to the needs of our learners, views of stakeholders and external opportunity. New qualifications available to our learners include Applications of Maths, Criminology, Cyber Security, Esports, Health Sector, Rural Skills and a range of NPAs and Awards including Photography, Barista, Teamsports, Rural, Forestry and Outdoor Learning and more.

Students are also supported in the development of Golden Skills based on SDS Metaskills: together with our partners we strive to provide the employability and leadership experiences which will help ensure their success wherever they go and whatever they do. This begins in S1 with Golden Skills Course and continues explicitly throughout the BGE with progression to work-related qualifications in the senior phase and throughout the school in our very rich extra curricular offer and leadership opportunities such as our Pupil Parliament.

Our values of Compassion, Courage and Integrity- newly identified in 2023 by our whole community - lie at the heart of all our ethos at Selkirk High School. SHS staff consider themselves to be teachers of young people rather than teachers of subjects and courses. This means inclusion and positive relationships are the cornerstone of our school.


To support this endeavour, the school has developed a digitally rich 'Impact Story' improvement structure at every level which demonstrates progress and Improvement whether through students'

Achievement Journey docs, teachers' Impact Stories, Faculty Impact Stories or the whole school Impact Story.

**SBC priority 1: Develop high quality learning, teaching and assessment that leads to improved levels of attainment and achievement for all in learners.**

How well are you doing? What's working well for your learners?

Our 'Meaningful Learning' cycle of Improvement from 2018/19-2022/23 saw significant advances in our Curriculum offer, Learning and Teaching quality and consistency and approaches to inclusion. In session 2023-24, we launched our 'Empowering Learning' Improvement plan- with contributions from a range of stakeholders- which is broadly summarised in the timeline below:



	2023-4	2024-5	2025-6	2026-7
<b>SBCway</b>	Engagement Year How SHS Listens/Talks...	Implementation Year 1 Literacy; Numeracy; (H&W) How Selkirk Listens/Talks Cluster consistency	Implementation Year 2 Literacy; Numeracy; How Selkirk Listens/Talks Other Curric areas	Sector Leading BGE Curriculum - supported by Staff PL; SHS Moderation Cycle; Pupil Voice at the centre; all driving SP attainment.
<b>SHS Curriculum Development</b>	Achievement journey Some S3 Banking Individualised TTS HomeStudy	Achievement Journey New S3 Options S3 Banking in some Facs Interdisciplinary L Individualised TTS Skills Pathway Transition - curric areas	Achievement Journey New S3 Options S3 Banking in most/all Fac Interdisciplinary L Individualised TTS Skills Pathway Transition - curric areas	
<b>L&amp;T- PL</b>	Consolidation Year (LI/SC/Feedback/Questioning) SHS Planner	Teaching Team to decide May/August 2024	To decide May 2025	
<b>Moderation</b>	Designing the SHS cycle March/May Showbie	Implementing the SHS cycle, Cluster consistency	Review and Improve	
<b>Ethos and Inclusion</b>	New Values Pupil Leadership SHS RTL- building consistency ESAS Enhanced Transition Positive Relationships for Learning Tracking H&W and Participation	Family Involvement ESAS in action Positive Relationships for Learning ongoing Tracking H&W and Participation TAC 'Team Around the Cluster'	Consolidating... Family Involvement ESAS in action Positive Relationships for Learning ongoing Tracking H&W and Participation TAC 'Team Around the Cluster'	
<b>Leadership of Change</b>	PT Leadership Team May: Designing our SHS Moderation Cycle; Designing Self Eval approach	Trial new Leadership of Change approach – WTA BGE data driving Improvement	Review and Improve	

Progress in session 2023-24 includes:

- 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.

- Tracking and Monitoring: whole school Attainment and Wellbeing Tracker launched ready for 2024-5
- Creation of SHS Moderation Cycle: PT Strategic Leadership Programme linked with whole school PL Plan 2024-25
- Literacy and Numeracy: Interventions in place for BGE learners leading to ACEL improvements.
- L&T: Empowering Learning Framework: staff designed our SHS Lesson planner.
- Senior Phase Curriculum: further enrichment including FOLA Level 5, Barista NPA, Teamsports NPA, App Development in Swift.
- Pupil Parliament and Pupil Voice
- Establishment of Achievement Journey Visual CV for all Learners

How do you know? What evidence do you have of positive impact on learners?

- Faculty Self Evaluation Support Weeks provide Direct Observation evidence for L&T improvements: almost all lessons follow Empowering Learning Framework; almost all staff consistently delivering our Positive Relationships approach etc
- PL L&T Observation Trios and teacher Impact stories
- Faculty Impact Stories
- BGE Attainment Lit and Numeracy ACEL data improvements; attainment of new qualifications and Awards eg Teamsports NPA and FOLA (S3 and S4)
- Cluster Listening and Talking (Oracy approach) in place in all Primaries and SHS
- Stretch Aims S1/2/3 achieved!
- Pupil Voice: Pupil Parliament, ESAS and in almost all Faculties.
- Reduction in Build-up timetables S2-S3 due to meaningful curricular offer.

What are you going to do now? What are your improvement priorities in this area?

- **Implement our new SHS Moderation Cycle Focus 2024-25 (Planning L&T; Assessment, feedback and reporting) supported by structured PL programme.**
- **Whole School Attainment and Wellbeing Tracker informing planning and providing evidence of improvement over time in all curricular areas**
- **Implementation year of SBCWay Breakthrough Curriculum in line with Primaries**
- **Achievement Journey Reporting- recognising wider achievement and Metaskills progression in our reporting and communications with families through Showbie.**

- *SDS Meta Skills in the BGE leading to accreditation for pupils (Dynamic Youth Award)*
- *S3 Qualification accreditation – Teamsports/FOLA*
- *PT leaders have designed PT Impact Story criteria to demonstrate progress over time more consistently in each faculty. To be validated by Faculty self-evaluation support week triangulation of data.*
- *SHS Parent Partnership- implement new approach to communicating with families – largely by using Showbie more effectively - as a result of parent/staff working group recommendations.*

**SBC priority 2: Develop inclusive practice including nurturing practice, promotion of wellbeing and universal / targeted supports for all learners.**

How well are you doing? What's working well for your learners?

- 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)
- 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.

How do you know? What evidence do you have of positive impact on learners?

- Very positive Q1 review of SHS conducted by team of external leaders.
- Response to Glasgow Wellbeing data underway eg assembly programme
- Improved attendance and engagement for most identified learners; general attendance improvement post covid in S1/2/4/6.
- BGE teacher: increased engagement and attainment from some non-attending pupils
- ESAS: response in place to pupil voice eg safety in Toilets and corridors Pupils reporting improvement; fewer callouts etc.

What are you going to do now? What are your improvement priorities in this area?

- Family Engagement: stakeholder group to improve school comms and develop programme of engagement to support families to support learning.**
- Implement SBC Attendance policy with a particular focus – with individual targets - on new S4 students who had poor attendance in S3-Nurture Refresh for all staff re Nurture Principles**

**Whole School Attainment and Wellbeing Tracker informing planning and providing evidence of improvement over time in all curricular areas**

- Positive Masculinity Staff Training (Pastoral, HSLW); PSE Toolkits to be used across the Curriculum and PSE*
- Improve use of data by all staff to identify and support pupils through implementation of new whole school tracker in new session.*
- RTL: enhance pastoral character of Ready to Learn (10 mins start of day)*
- Impact of Interventions: in line with Q1 review recommendation, implement systematic evaluation of all pupil support interventions.*
- Pupil Voice: enhance our whole school and Faculty Impact Story approach to include a more systematic approach to gathering and responding to pupil views.*

**Evaluate the following QIs against the six-point scale:**

Excellent	this aspect of the school’s work is outstanding, high quality and sector-leading
Very Good	major strengths, very few areas for improvement
Good	important strengths, yet there remain some aspects which require improvement
Satisfactory	the strengths within this just outweigh the weaknesses, basic provision for learners
Weak	important weaknesses, there may be some strength, the important weaknesses, either individually or collectively, are sufficient to diminish learners’ experiences in substantial ways
Unsatisfactory	major weaknesses within which require immediate remedial action

Quality indicator	School self-evaluation	Nursery self-evaluation
1.3 Leadership of change	VERY GOOD	
2.3 Learning, teaching and assessment (Including digital)	GOOD	
3.1 Ensuring wellbeing, equity and inclusion	GOOD	
3.2 Raising attainment and achievement/ Securing children’s progress	GOOD	

**Our capacity for continuous improvement is: Very Good**