Portree High School

ESTABLISHMENT IMPROVEMENT PLAN

SESSION 2022.23

Striving for Excellence READY, RESPONSIBLE, RESPECTFUL, RESILIENT

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Improvement Project 1: Quality of Learning, teaching and assessment

Purpose:
Continuing to improve learning and teaching to ensure all young people experience consistently high-quality experiences which meet their needs

Priorities

NIF Priority:
Closing the attainment gap between the most and least disadvantaged children

NIF Driver:
Teacher and practitioner professionalism

HGIOS/HGIOELC Quality Indicator:
2.3 Learning, teaching and assessment
HGIOURS Theme:
Our learning and teaching

Highland Council Priority:
We will ensure the highest quality of learning and teaching for each and every learner

GME Priority (for GME and Secondary):
ES key message: High quality immersion experiences

RESOURCES	ACTIVITIES	EVIDENCE	SHORT TERM IMPACT (weeks/months)	MEDIUM TERM IMPACT (months/years)	LONG TERM IMPACT (years/decades)
Staff Volunteers Time / Classroom cover Money Research base Materials Equipment Technology Partners Community Groups Parents / Carers	Teaching Sprints twilight working groups Sharing of good practice in faculty meetings Peer learning visits Leadership monitoring programme CPD opportunities for teachers/middle managers More focus on learning conversations Opportunities to open up whole-school perspective on pupil progress Opportunities for active / project-led / cross-curricular learning	4 x teaching sprints Working Group led sessions of whole-school participation through DMs Recording of classroom visits (formal/informal) Development of fFeedback opportunities for pupils LI & SC at forefront of lessons Walkarounds Pupil council activities Developing means by which we evaluate pupil progress and well-being	**Learning** Improved awareness of how to evidence success Increased knowledge of Learner Participation, where we are now, where we want to get to and how we are going to do it. Demonstrating subject knowledge linked to the Success criteria. Active engagement in learning activities leading to a positive Learning atmosphere in classes Development of key Skills to help our learners in all subjects Positive pupil voice which reflects on their improvements in learning and success	**Action** Improved engagement in classes leading to positive relationships and improved attainment Excellence in teaching Ppractice, allowing pupils to demonstrate success More confident individuals, able to talk about their learning in school Improved assessment outcomes Celebrating success and achievement at all levels, through classroom work, year group assemblies, prizegiving, daily information, social media.	**Conditions** Increasing attainment leading to improved life options for all pupils, with increasing number of pupils gaining qualifications. Iincreased numbers of pupils gaining apprenticeships, going onto higher/further education. Young people who can contribute effectively to their communities.

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CONTEXT/CONDITIONS OF YOUR WORK

Sharing of good practice already exists within some the of faculties, however examples of excellent learning strategies are not as well embedded in learning, teaching and assessment ass they could be. Consistent approaches to this are not evident across classrooms. There is some excellent practice by teachers and practitioners, which could be shared and scaled up.
Account needs to be taken to mitigate impact of COVID absence on the success of the project. Consideration should be given to how participation strategies can be applied face to those who are learning remotely, ensuring adequate learning and teaching resources are shared on each Google Classroom.
Teaching sprints will engage pupils to look and revise their teaching practice in small bite size improvements. Staff are presented with a number of excellent CPD opportunities, however, not all staff are keen to take advantage of these.

In-Depth Action Plan 1

Implementation Process	By whom	Time scale and Progress	Resources	Monitoring
Teaching Sprints- Teaching Learning Community	Staff working group, to be taken back to Faculty meetings	4 teaching sprints, 1 each term, by June 2023	Training materials	SLT to liaise with Teaching sprints leaders Lesson observation of staff by colleagues, including peers, PTS and SLT Questionnaires of pupils with learning surveys Attainment tracking of pupils
Sharing of good practice In faculty meetings	ALL STAFF	Fortnightly	None	Through PT minutes and PT observations
CPD opportunities for teachers	ALL STAFF	Term 1- staff should sign up at Highland CPD calendar	Link on staff portal & weekly bulletins	TB to authorise suitable courses and staff to complete feedback
Development of a clear homework policy consistent over all faculties	Attainment working group to all staff	End of Term 2 to allow roll out throughout 2023	Time to reflect on current practices then embed.	C Tinney & D Vine To develop at working group, then share at whole school meeting
Google classroom to be embedded as the main method of notifying pupils and parents/carers about homework	All staff	October 2022	Resources already in place (minimal staff training)	PTs to monitor use within departments, and identify those still requiring training
Training in Google for Education to allow staff members to be a Certified Educator	Identified staff members	Cascading of training over session		TB to link with Staff who decide to apply for L1 & L2 Google for educator training, then deliver optional training for others

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Line Manager lesson observation, with clear focus on embedded learning strategies	PT/SLT	December 2022	Cover time required	SLT through faculty meetings
Peer lesson observation- All teachers should have the opportunity to observe a colleague from a different faculty	ALL STAFF	Jan-March 2023	Supply brought in to provide cover	F MacNab to arrange timetable
How good is our School -OUR LEARNING QUESTIONAIRE and subsequent follow up	PUPILS	September 2022 and June 2023	Development of google form	TB

Evaluation:	Evidence:
How effectively do we create a learning culture within our school? To what extent are all staff involved in leading learning across and beyond our school? How effective are our approaches to collegiate learning? Are we using an appropriate range of approaches which enable us to learn with and from each other? How effective are we at building on individual skills and talents to lead improvements? How effectively do we share our individual and collective learning across the school?	Baseline classroom surveys (August 2022 and April 2023) Collated results of Questionnaire Collegiate Tasks Consultation Feedback Participation Vision Infographic Faculty meetings, Tracking and SLT meeting minutes Newsletters Jamboards Year 1 evaluation against Challenge Questions

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Improvement Project 2: Developing a culture of respect across the school, community and world

Purpose:
To improve the culture of respect - leading to improved relationships across the school and the positive wellbeing of pupils

Priorities

NIF Priority:
Placing the human rights and needs of every child and young person at the centre of their learning
NIF Driver:
School and ELC Leadership

HGIOS/HGIOELC Quality Indicator:
3.1 Ensuring wellbeing, equality and inclusion
HGIOURS Theme:
Our school and community

Highland Council Priority:
We will maximise health and wellbeing for all children and young people to give them the best possible start in life

GME Priority (for GME and Secondary):
ES key message: Ethos

RESOURCES	ACTIVITIES	EVIDENCE	SHORT TERM IMPACT (weeks/months)	MEDIUM TERM IMPACT (months/years)	LONG TERM IMPACT (years/decades)
Staff Working Group Pupil-led Steering Group Parent Council Materials from RRSA website Partners in the community: parental involvement, volunteers and other outside agencies Use of Technology: Google Form Surveys, Podcasts and other Apps Steering Group to link with *T.I.E (Time for Inclusive Education)* and *Show Racism the Red Card* Steering Group to link with *Dementia Advisors* *Lessons from Auschwitz Project* Gaelic Department	CPD training for staff (Workshops and Meetings) Pupil-led Steering Group designing curricular content for Tutor Time and other curricular areas Monthly RRS/ Worship Assemblies Daily Information Article links RRS School Display board focus on individual Rights Exploration of different cultures &heritage within our school community Displays by RRS Steering Group Steering Group displays at Parents' Night, Careers/ Christmas Fair Steering Gp involvement in School appointments RRS questionnaires Improving school links with Zambian partner school One-off events celebrating diversity/respect Representation at various other community events	Minutes from Working Group and RRS Steering Group Action Plan for Silver RRS Checklist for Silver RRS School evaluation: Silver RRS questionnaires for both staff and pupils	**Learning** Awareness of the RRS Silver Award within the school and the local community Empowerment of the RRS Steering group: providing leadership opportunities, as well as creativity; also - a positive effect on their H&WB and enthusiasm for a worthwhile cause Pupils feel valued and heard CPD opportunities for Staff	**Action** Pupils know their rights To promote knowledge and understanding of the Convention of the Rights of the Child within our school and the local community Pupils and staff recognise the positive impact on the school environment, ethos and culture Pupils become Rights Respecting advocates for fairness and rights Greater leadership opportunities for our pupils The LGBTQ+ community feels included and supported Greater understanding of Skye's Gaelic heritage and other heritages within the school Accreditation of the Rights Respecting School Silver Award	**Conditions** Learning and Teaching about rights is standard practice throughout the curriculum of PHS To explicitly embed the Convention of the Rights of the Child into the language, policies and practice of PHS Diversity, equality and inclusion are celebrated within the school Our pupils become Rights Respecting Ambassadors to others and global citizens A culture of respect exists throughout the school Pupils develop a long-term commitment to social justice

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CONTEXT/CONDITIONS OF YOUR WORK
Whilst we feel that the relationships between pupils and staff and partners within the school community are already excellent, the aim of gaining accreditation for the Rights Respecting Schools Silver Award provides us with an opportunity to improve these relationships still further. We also feel that the adoption of Rights Respecting language in the school will help improve pupils' MH&WB after the enforced disruption in education of the past two and a half years. The award also naturally links to the 4Rs of PHS and to the fundamental principles of Girfec and SHANARRI.

In-Depth Action Plan 2

Implementation Process	By whom	Time scale and Progress	Resources	Monitoring
1. Action Plan for RRSSA drawn up and PHS awarded Bronze status	TB& DT	May 2022	Application form	To begin the school journey to the Silver Award
2. Staff and pupils complete RRS questionnaires	TB	Aug 2022	Google Docs	SLT to share results with RRS coordinators (DT & NB) & RRS Steering Group for analysis
3. Formation of RRS Steering Group	DT/Pupils	Sep. 2022		NB & DT liaise weekly to help support the group to implement the Silver Action Plan
4. Steering group to organise curricular tasks for Tutor Time	DT/ Steering Group	Sep. 2022 & ongoing	Google Docs	DT coordinates Steering Group NB organises Tutor Time to embed the UNCRC into the curriculum. Discussion and evaluation of task to follow with the Steering Group
5. Steering group to have input into Staff In-service days	DT & NB/ Steering Group	Sep. 13th, 2022 & ongoing	Google Docs	NB & DT coordinate and run task to help spread knowledge and understanding of children's rights to staff. Then to feedback to Steering group
6. Whole school assemblies	SLT/ Steering Group	Once each term	- The Venue - RRS PowerPoint	SLT to focus on individual rights and children's place in the global community. SLT to consult with Steering group for feedback from pupils
7. Regular RRS news in Pupil Information	NB/TB	Ongoing	Google Slides	To promote knowledge and understanding of children's rights within the school. SLT to consult with Steering group for feedback from pupils
8. School Display Board created and maintained throughout the year	DT/ Steering Group	Sep. 2022 & ongoing	School display board	Steering group to promote knowledge and understanding of children's rights within the school and the latest RRS news. DT & NB to encourage frequent refresh of displays
9. The RRS Steering Group to make presentations to Parent Council and on Parents' Nights throughout 2022/23	DT/NB/SLT	TBA- ongoing 2022/23	-PowerPoints -School Displays	To promote knowledge and understanding of children's rights within the local community – feedback to be attained from Parents' Evaluations completed on the night. SLT/DT &

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				NB to analyse results and feedback to pupils and the Steering Group
10. Worship assemblies with a focus on Rights Respecting Schools	Chaplaincy team	Once each term	The Venue	To promote knowledge and understanding of children's rights within the local community. Discussion with Ministers and SLT to analyse impact
11. Pupils involved in the strategic development of the school by partaking in employment interviews	TB	2022-23 – when required		DT to coordinate Steering Group questions and TB to provide opportunities for pupils to have input into the interview process.
12. Revisit of pupil and staff questionnaires	TB/DT/NB	March 2023	Online form	Comparisons made between August 22 survey and March 2023 one - useful to see if there is an improvement in understanding of pupils' rights and respectfulness
13. Regular evaluation of progress	TB/DT/NB	Ongoing	RRS paperwork: Checklist & RRS Action Plan	TB/DT/NB to meet and discuss progress regularly
14. Completion of the School Evaluation: Silver form	TB	June 2023	RRS paperwork	TB to sign the school off and await the Silver Accreditation Visit
15. *Celebrating our Gaelic culture and cultural equity	All staff	Ongoing		SLT to ensure that input and provision for Gaelic is always extended

Evaluation:	Evidence:
How well do all staff know and understand GIRFEC, the Wellbeing Indicators, and the United Nations Convention on the Rights of the Child? How well do we listen to and involve children and young people in making decisions about their wellbeing, their lives and their future? How well do children and young people show consideration for others and demonstrate positive behaviour and relationships? Have we successfully established an inclusive learning environment? How do we know? How well does our school ensure that the curriculum is designed to develop and promote equality and diversity, eliminate discrimination? How do we ensure there is an ethos and culture of inclusion, participation and positive relationships across the whole learning community?	Action Plan for Silver RRS Checklist for Silver RRS School evaluation: Silver RRS questionnaires for both staff and pupils Accreditation of RRSSA Decrease in the number of bullying incidents and behavioural referrals Increase in number of pupils who believe that they are safe and valued. Development of a pupil voice

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Improvement Project 3: Raising attainment and achievement across the curriculum

Purpose:
Continue to improve the attainment for all, including those in the lowest SIMD and lowest attaining 30% of our pupils

Priorities

NIF Priority:
Closing the attainment gap between the most and least disadvantaged children

NIF Driver:
School and ELC improvement

HGIOS/HGIOELC Quality Indicator:
2.3 Learning, teaching and assessment
1.1 Self-evaluation for self-improvement

HGIOURS Theme:
Our learning and teaching

Highland Council Priority:
We will raise attainment and achievement for all, especially for those children from disadvantaged circumstances including rural deprivation

GME Priority (for GME and Secondary):
Secondary: Increasing immersion curriculum opportunities in BGE and Senior Phase

RESOURCES	ACTIVITIES	EVIDENCE	SHORT TERM IMPACT (weeks/months)	MEDIUM TERM IMPACT (months/years)	LONG TERM IMPACT (years/decades)
Staff Volunteers Time Money Research base Materials Equipment Technology Partners	Target setting and intervention meetings for all pupils Faculty Meetings fortnightly to inform SLT of those not attaining Tracking & Monitoring of pupils each term Use of Different ways of assessment (both formative and quantitive) DATA and Raising attainment working group Tutor time-study skills and responding to teacher feedback Numeracy and literacy intervention for targeted s1-s4 pupils Improving the analysis of SNSA and other data to identify pupils Improve communication with parents to help support their children Moderation activities with departments and other schools to ensure consistency in assessment levels Extended transition with a numeracy and literacy focus Insight training for staff Develop Curricular opportunities that allow pupils to access non-traditional subjects/skills-based courses	Plans Departmental Minutes Learning conversations and actions with pupils noted Early intervention letters to parents and carers Minutes from action group Feedback INSIGHT data improvement SNSA Improvement Improvement in pupil engagement Certification in alternative SQA/non-SQA courses Certification in Level 1/2 courses for ASN pupils.	**Learning** Pupils engaging with targets, and identifying areas of the curriculum to improve Pupils seeing and identifying success in their learning	**Action** More pupils identified being able to access the appropriate curriculum, with improvement in their attainment (numeracy/literacy) and across the curriculum Pupils are more confident in their own abilities Young people leave secondary education system with the skills and resources required to succeed in the workforce	**Conditions** Improvement in qualifications and skills gained will lead to more young people having positive destinations in apprenticeships, trades and tertiary education. Education in Portree High School is seen as important to allow young people to reach their potential and realise their goals and aspirations.

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CONTEXT/CONDITIONS OF YOUR WORK
By giving staff time to engage in working groups, we will be able to drive forward the tracking and monitoring of our pupils, as staff themselves will be part of the attainment drive, rather than just from central government/centre. Pupils also need to take ownership of their own tracking and need to engage with key members of staff to have support. Positive relationships are essential for this support system to work, and if positive role models can contribute to pupils' engagement of the system.

In-Depth Action Plan 3

Implementation Process	By whom	Time scale and Progress	Resources	Monitoring
Target setting for all pupils in September 2022 through Google Workspace For Education	All Teachers with Pupils	End Sept 2022	Time to develop online tracking sheets and shared with pupils	PTs Department
Review of targets to focus on learning each term	All Teachers with Pupils	October, Jan, March		PTs Department
Learning conversations	Tutor time teachers with Individual pupils	rolling programme (once per term) review in May 2023	Time in tutor classes	PTs Pupil Support/SfL
Senior Phase mentoring	PTs and Pupils	Monthly		
Extended transition from P7 to s1. Build up on the success of ASG enhanced transition of numeracy and literacy day. Work with primary schools to ensure consistency and completeness of data to help support our young people as they move from primary to secondary, particularly numeracy data	Departments /ASG	March 2023	ASG meetings/ Tracking spreadsheets /cost of transport	
Numeracy & Literacy recovery programmes (set up in August, roll out in sept-June)	C Longster N McKee	Review in June 2023 to analyse effectiveness		PT Sfl/DHT (pastoral)
DATA WORKING GROUP- How to effectively use data better in departments to identify priorities	Data Working Group	June 2023	Time to meet and put in place Staff CPD	ELT/SLT
ATTAINMENT WORKING GROUP- To Identify strategies to improve attainment for all	Attainment Working Group	June 2023	Time to meet and put in place Staff CPD	ELT/SLT

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Development of non-traditional skills-based courses which allow our pupils in Enhanced Provision to recognise achievements	PT ASN/ Enhanced Provision team			
Enhance curriculum design to contain new courses, such as Practical Metal Work, NPA Health and Fitness, Fire Safety & Skills course (Scottish Fire service), YASS	PTS, HLH, SDS, DYW, SLT	September 2022	Classroom resources/Textbooks/Materials	TB

Evaluation:	Evidence:
How well do all staff understand their responsibility in improvement through self-evaluation? How do we ensure improvement for the learner is central to all self-evaluation activity? How effective are we at ensuring an inward, outward and forward focus in our evaluation and improvement activities? How well is evidence from self-evaluation being used to drive forward change? How well do we apply the principles of planning, observation, assessment, recording and reporting as an integral feature of learning and teaching? How well do we make use of a range of valid, reliable and relevant assessment tools and approaches to support the improvement of children and young people's learning? How effectively do we involve learners and parents in planning and evaluating learning?	Increase in engagement of pupils in learning conversations Pupils are able to talk and share about their targets and who they are doing in the year relative to their initial target Relevant assessment opportunities recorded that inform the learners and staff the areas in which they are succeeding at, and the areas they need to work on Improvement in after school revision club attendance Departmental minutes sharing good practice, review of pupil attainment, etc. SNSA tracking of data from P7 to S3 to senior phase Letters and conversations with parents and carers Pupils Achievements recognised and certificated where possible Moderated assessment material that clearly shows evidence of good assessment practices

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Additional Tasks - Improving wellbeing in young people	Session 22.23
Additional Tasks	**Responsibilities**
Working in collaboration with HLH to expand the offering of after school and lunchtime extra-curricular activities. GME activities offered. (Possible activities week)	HLH/All teaching staff
Workshops and partnership working with Youth Development and Community services to educate on substance misuse.	*YD/Police Scotland/SLT/Pupil Support Staff*
Mental Health first aid training for staff and pupils.	*MH&WB Group*
Heart start training for pupils and staff. Possibly incorporate in core PE for S2/S4/S6	*Lucky to be here/PE dept*
Sexual Health Awareness Day. Focus on Body Image and Consent.	*Pupil Led/SLT/School of Sex Ed/Pupil Support*
Launch of the H&WB website with useful links for pupils/staff and school community.	*MH&WB Group*
MH&WB awareness day (Mindfulness/kindfulness…)	*All staff*
Former pupil visits/videos to inspire current pupils.	*PSE inserts as mentors/positive influence*
Screen free day – Outdoor learning/active tasks. Tannoy for Daily Info.	*All staff*
More Inter-house events such as Quizzes and Silly sports day.	*S6 Prefects and SLT*
PHS Hike – working with the wider community – fundraising. BBQ/Picnic.	*MH&WB Group/All staff*
Daily Info positive attitude quotes/testimony/proverbs (GM and EM)	*FMN/SMK*
Termly Radio/podcast celebrating success and relating info/opportunity. Finish with thought of the day.	*S6 Prefects/Media Group/Pupil Voice?*
Continue to work with canteen staff to encourage health eating and to take suggestions for new menu choices.	*Canteen Staff/Pupil Voice*
Vertical TT visits to support younger pupils and discuss positive experiences/coping strategies/ exam techniques etc. (With a focus on improving WB).	*All staff*

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Additional Tasks - Embedding Environmental awareness in the school ethos	
Additional Tasks	**Responsibilities**
Following a successful focus on environmental awareness with COP 26, the Environment and Sustainability Working Group will continue to develop opportunities to enhance the engagement of sustainability within the school and wider community by hosting events that focus on environmental issues.	Environmental working group and pupils
Staff will continue to raise awareness, and lead by example throughout the school, by their use of language and their positive actions to improve our local environment.	All staff
Faculties will work to embed environmental language and learning strands into their curriculum.	All staff

Additional Tasks - GAELIC MEDIUM EDUCATION PRIORITIES	
Aim: to immerse pupils in Gáidhlig to the greatest degree possible throughout their learning by developing and enhancing the Gáidhlig provision in our school.	**Responsibilities**
Increase number of subjects undertaken in S1/2 (art, music, social subjects, Digital Literacy, Biology, Media studies) and in S4 (Maths/ Creative digital media, MS)	RMacV, GM Teachers
Extracurricular and media production opportunities delivered through GM.	External Providers, eg, OB, SMO, Spors Gaidhlig
Development of Curricular support to develop improvement in GM Literacy	Gaelic Dept
Time allocated to production of materials in Gaelic for use in the classroom	RMacV, GM Teachers

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Improvement Project 1:
Quality of learning, teaching and assessment

Improvement Project 2:
Developing a culture of respect across the school, community and world

Improvement Project 3:
Raising attainment and achievement across the curriculum

Striving for Excellence

WELLBEING PRIORITY
Improving wellbeing in young people

ENVIRONMENTAL PRIORITY

Embedding Environmental awareness in the school ethos

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GAELIC MEDIUM EDUCATION PRIORITY

Continue to develop and Enhance Gaelic Provision: Referencing the statutory guidance on Gaelic Education we aim to immerse pupils in Gáidhlig to the greatest degree possible throughout their learning by developing and enhancing the Gáidhlig provision in our school.

The Highland Council
Comhairle na Gàidhealtachd