



Portree High School

ESTABLISHMENT IMPROVEMENT PLAN

SESSION 2023.24



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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)
<p>Staff Volunteers Time / Classroom cover Money Research base Materials Equipment Technology Partners Community Groups Parents / Carers</p>	<p>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 Self Evaluation for Self improvement calendar</p>	<p>6 x teaching sprints Working Group led sessions of whole-school participation through DMs Recording of classroom visits (formal/informal) Development of feedback opportunities for pupils LI & SC at forefront of lessons Walkarounds Pupil council activities Developing means by which we evaluate pupil progress and well-being</p>	<p>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</p>	<p>Action Improved engagement in classes leading to positive relationships and improved attainment Excellence in teaching practice, 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.</p>	<p>Conditions Increasing attainment leading to improved life options for all pupils, with increasing number of pupils gaining qualifications. Increased numbers of pupils gaining apprenticeships, going onto higher/further education. Young people who can contribute effectively to their communities.</p>

CONTEXT/CONDITIONS OF YOUR WORK

Sharing of good practice already exists within some of the faculties, however examples of excellent learning strategies are not as well embedded in learning, teaching and assessment as 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
Self Evaluation for Self Improvement calendar established; observations recorded	SLT	August 2023	Monitoring and Evaluation sheets to be developed with staff to support learning visits	TB
Teaching Sprints delivery, Implementation and support	ALL STAFF	All Session	Required leaders of Teaching sprints for Faculties	PTS to monitor, then feed back at ELT meeting
Sharing Good practice sessions	TEACHERS	8 x sessions throughout the year	Small group sharing and peer observation (TIME ON WTA)	PTS to monitor, then feed back at ELT meeting
Staff shared drive folder /jamboard development	FMacN	August 2023- develop throughout year	to share good practice and have a resource which will enable staff members to see evidence of good practice	
Parent Engagement Session about PSE programme and resources.	SLT/Pupil Support	In term 1?	Current PSE Programme and resources shared alongside suggestions of potential new resources.	

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, Shared Drive Folder for resources.
Year 1 evaluation against Challenge Questions



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

Purpose:

To improve the culture of respect – further development of pupil voice in classes, in school, in community

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)
<p>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 <i>T.I.E (Time for Inclusive Education)</i> and <i>Show Racism the Red Card</i> Steering Group to link with <i>Dementia Advisors</i> <i>Lessons from Auschwitz Project</i> Gaelic Department</p>	<p>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</p>	<p>Minutes from Working Group and RRS Steering Group Action Plan for Silver RRS Checklist for Silver RRS School evaluation: Silver/Moving on towards Gold Award RRS questionnaires for both staff and pupils. S6 Committee minutes shared and actions brought to fruition. Prefect duties records maintained and rewarded.</p>	<p>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 Prefects feel valued and responsible as part of the Leadership team within the school.</p>	<p>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</p>	<p>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</p>

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
School Allotment Development	MFox/SfL Staff	Ongoing over session	Staff, resources	J MacLennan
Accreditation for RRSA Silver award	DT/TB/RR Steering gp	Nov 2023	Time, Google Docs	SLT
Further development of Curricular RRSA tasks for whole school	DT/ RR Steering gp	Ongoing over session		DT coordinates Steering Group JMacL organises Tutor Time to embed the UNCRC into the curriculum. Discussion and evaluation of task to follow with the Steering Group
Staff and pupil engagement in Positive Relationships strategy	SLT/ELT	INSET- 6 th June, 13 th September Ongoing over session	STAFF INSET TIME DAILY INFO RESOURCES to Support	CPD sessions to be focused on positive relationships. Monitored during Learning Walks, Line managers observation and peer observation. Staff
Work with Senior pupils in leadership roles	PT Pupil Support/Prefect support group/SLT	Ongoing over session	Prefect Handbook, Classroom Page, Contract and rota records.	SLT and prefect support group to monitor the duties and responsibilities of the Senior Prefect team, allowing them to achieve an SQA personal development Award.
Development of Assembly programme to celebrate success, support UNCRC	JMacL/RRS Group	Once each term-year group & House assembly	- The Venue - RRS PowerPoint	J MacL/SLT.
Celebrating our Gaelic culture and cultural equity	All staff	Ongoing		SLT to ensure that input and provision for Gaelic is always extended
Health & wellbeing Day for Seniors	SLT/PT pupil support	June 23/June 24	Staff cover time	TB to collate feedback sheets to inform future HWB days

Evaluation:

How well do all staff know and understand GIRFEC, the Wellbeing Indicators, and the United Nations Convention on the Rights of the Child?

Evidence:

Action Plan for Silver
RRS Checklist for Silver
RRS School evaluation: Silver

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?

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



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 quantitative) 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 Parents information evenings to be developed to support family learning opportunities (Mental health for families)	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.

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.

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
Further development of S5 mentoring programme (identification of pupils at borderline cut-offs)	Di Vine (co-ordinator) with ELT members	Ongoing (With monthly meeting)	Time from Tutor time, PSE and PE Core subjects on Mentoring sheet to be shared with all pupils	DV
Tracking & monitoring – development of SEEMIS T&M to produce Reports for using to target & identify students who require intervention	SLT/CS	Oct 23	Time for C Stewart to further develop programme. Time for ELT to use information to support young people in Depts	TB
Supervised afterschool support- Provide a timetable of classes throughout the week which support our young people	ALL STAFF	Oct-Mar	Snacks to support our YP Extra revision resources /Time to prepare	SLT
Raising attainment Faculty meeting agenda	ALL STAFF	Ongoing	A raising attainment item on every faculty meeting agenda- shared with SLT links	PTS/SLT

Working with Families- development of improved parents information /family support evenings	SLT	Ongoing	S2 into S3 parent evening S3 to S4 info evening (with partners) Parental workshop on wellbeing & mental health	

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



Additional Tasks - GAELIC MEDIUM EDUCATION PRIORITIES

Aim: to immerse pupils in Gàidhlig to the greatest degree possible throughout their learning by developing and enhancing the Gàidhlig provision in our school.

Responsibilities

Increase number of GME subjects undertaken in BGE and in S4 (Maths/Creative digital media/Geography)	RMacV, GM Teachers
Enhance and encourage further extra-curricular and media production opportunities delivered through GM. Further GM work-experience opportunities explored and encouraged to senior pupils using local partners and agencies connected with school already.	External Providers, eg, OB, SMO, Spors Gaidhlig, Urras an Eilein, Foghlam Alba, Social Enterprise Academy,
Establish a structured resource of Curricular support in for improvements in GM Literacy	Gaelic Dept/SfL/ASN
Time allocated to production of materials in Gaelic for use in the classroom and GM CPD opportunities encouraged.	RMacV, GM Teachers
Ensure effective visibility of Gaelic in communications such as Daily Info and Facebook as well as the school website.	SLT/Info Shared by Staff
Whole school approach to celebrating the native language and culture of the community. Engaging in initiatives such as Seachdain na Gàidhlig with support offered to staff to engage with the language who would not normally use it in practice.	

