



PORTREE HIGH SCHOOL

ARD SGOIL PORT RIGH

ESTABLISHMENT IMPROVEMENT PLAN

SESSION 2024.25

READY, RESPONSIBLE, RESPECTFUL, RESILIENT



Overview of National and Local Priorities

<p>National Improvement Framework Key Priorities</p> <ol style="list-style-type: none"> 1. Placing the human rights and needs of every child and young person at the centre of education 2. Improvement in children and young people’s health and wellbeing 3. Closing the attainment gap between the most and least disadvantaged children and young people 4. Improvement in skills and sustained, positive school-leaver destinations for all young people 5. Improvement in achievement and attainment, particularly in literacy and numeracy 	<p>National Improvement Framework Key Drivers</p> <ol style="list-style-type: none"> 1. School and ELC leadership 2. Teacher and practitioner professionalism 3. Parent/carer engagement and family learning 4. Curriculum and assessment 5. School and ELC improvement 6. Performance information
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HGIOS/HGIOELC/ HGIOURS	Highland Council Education Priorities	GME Priorities	Health and Social Care Standards
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<ul style="list-style-type: none"> • 1.1 Self-evaluation for self-improvement • 1.2 Leadership of learning • 1.3 Leadership of change • 1.4 Leadership and management of staff • 1.5 Management of resources to promote equity • 2.1 Safeguarding and child protection • 2.2 Curriculum • 2.3 Learning, teaching and assessment • 2.4 Personalised support • 2.5 Family learning • 2.6 Transitions • 2.7 Partnership • 3.1 Ensuring wellbeing, equality and inclusion • 3.2 Raising attainment and achievement/Securing children’s progress • 3.3 Increasing creativity and employability/Developing creativity and skills for life and learning <p>Theme 1 Our relationships Theme 2 Our learning and teaching Theme 3 Our school and community Theme 4 Our health and wellbeing Theme 5 Our successes & achievements</p>	<ul style="list-style-type: none"> • We will raise attainment and achievement for all, especially for those children from disadvantaged circumstances including rural deprivation. We will focus relentlessly on improving standards and the quality of learning and teaching, to ensure that entitlement, equity and excellence are delivered across the system. • We will develop leadership skills at all levels of the system for now and the future, building a culture of empowerment and professional capital. • We will maximise health and wellbeing for all children and young people to give them the best possible start in life. We will ensure every child and young person feels part of the community they live in. • We will maximise opportunities for our children and young people, and for the wider Highland community and its visitors, through provision of high-quality services. 	<ul style="list-style-type: none"> • Education Scotland Advice on Gaelic Education focus: high quality immersion experiences improving fluency Gaelic ethos • Secondary – Increasing immersion curriculum opportunities in BGE and Senior Phase • Initiatives that promote and support the use of Gaelic in the home, in communities and extra-curricular experiences • Activities to support Gaelic language and culture (arts, media, creative industries, workplace) • Local Authority Gaelic Language Plan priority 	<ul style="list-style-type: none"> • I experience high quality care and support that is right for me. • I am fully involved in all decisions about my care and support. • I have confidence in the people who support and care for me. • I have confidence in the organisation providing my care and support. • I experience a high-quality environment if the organisations provides the premises.
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Action Plans

1. **Improvement Project 1:** Quality of Learning, teaching and assessment
2. **Improvement Project 2:** Developing a culture of respect across the school, community and world
3. **Improvement Project 3:** Raising attainment and achievement across the curriculum
4. **Additional Tasks** Improving wellbeing in young people
5. **Additional Tasks** Embedding Environmental awareness in the school ethos
6. **GME PRIORITY** to immerse pupils in Gáidhlig to the greatest degree possible throughout their learning by developing and enhancing the Gáidhlig provision in our school

School Improvement Plan Priorities 2024/2025

Summary: Key School Improvement Priorities (add further rows if required):

Improvement Priority Title
1. Quality of Learning, teaching and assessment
2. Developing a culture of respect across the school, community and world
3. Raising attainment and achievement across the curriculum

Strategic Three Year Improvement priorities

Session 24/25 – 26/27

Exemplar

READY, RESPONSIBLE, RESPECTFUL, RESILIENT



Below is our three-year summary of priorities in agreed improvement areas. What is our three year- could be last year, this year and next year.

QI/Improvement Area Focus	2023-24	2024-25	2025-26
	Research	Staff training	Roll out
<i>2.3 Learning, teaching and assessment- high-quality experiences which meet their needs</i>	Teaching sprints- Feedback	Questioning	Differentiation
<i>2.3 Learning, teaching and assessment - to improve the attainment for all</i>	Course development	Improved engagement in new courses	Embedding of new courses into curriculum
<i>3.1 Ensuring wellbeing, equality and inclusion - Improving ethos and a culture of respect</i>	Rights Respecting School Development	Equally safe in School introduction	ESS/RRS embedded into curriculum



School Improvement Plan - Priority 1: Quality of Learning, teaching and assessment

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

Resource implications: Working Group, Resources | **Staff responsible:**

Link to National and Local Priorities

<p>NIF Priority: Improvement in attainment and achievement, particularly in literacy and numeracy</p> <p>NIF Driver: Teacher and practitioner professionalism</p>	<p>HGIOS Quality Indicator: 2.3 Learning, teaching and assessment</p> <p>HGIOURS Theme: Our learning and teaching</p>	<p>Highland Council Priority: We will ensure the highest quality of learning and teaching for each and every learner</p>	<p>GME Priority (for GME and Secondary): ES key message: High quality immersion experiences</p>
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Measures of success by end of year 1 | Improvement in Engagement of young people measured by Surveys, attendance improvements, reduction in unauthorised absences

INTERVENTION/ACTION (steps in getting to 1yr measure of success)	BY WHOM/ DEADLINE (Please RAG as you go along from drop down menu)	EXPECTED OUTCOME(S) FOR LEARNERS Specific (can be numbers, but not necessarily)
Relaunching pupil diaries with regular target setting and progress checking.	<p>Progress check Nov-SLT through tutor time Choose an item.</p> <p>Progress check JAN SLT through tutor time Choose an item.</p>	Pupils show more engagement in their learning and able to explain how they are making progress. Pre and post Intervention surveys to be used to provide evidence. Increase in completing homework and coursework on time- Reduction in referrals through DMS.
Faculties are challenged to include learners in planning their learning with some degree of choice, where suitable, incorporated into their learning. As part of the young peoples learning, Self and peer assessment opportunities are to be developed in all subjects to improve engagement.	<p>Progress check Nov ALL FACULTY HEADS Choose an item.</p> <p>Deadline March FH & SLT Choose an item.</p>	Pre and post Intervention surveys to be used to provide evidence. Learner survey indicates that they are experiencing more choice and are included in planning. All Faculties to describe and show progress with course plans and learner choice.
Peer learning visits to be provided for all staff to see strategies that are examples of good learning in the classroom	ALL STAFF	Teachers able to reflect on their own practice by modelling examples of excellent learning strategies observed elsewhere in their own lesson.



Leadership monitoring programme- classroom walkarounds to highlight good practice and share at DM/Staff meetings.		
SELF EVALUATION Calendar including Collegiate activities to support T&L (Teaching sprints, sharing good practice, AiFL)	Throughout session, All staff	Improvement in engagement in lessons, as evidenced by learning walks and pupil surveys
Develop whole school data analysis tools to identify learner progress trends and support targeted interventions.	<p>Progress check Nov CSTEW Choose an item.</p> <p>Deadline Feb break Choose an item.</p>	<p>Integrating data sources to provide triangulated tracking of learner progress (focus on Senior phase in the first instance).</p> <p>All faculties to provide evidence of interventions and impact.</p>
<p>EVIDENCE GATHERED/IMPACT: Add links/sources etc link to DMS, ELT Mtg, SLT, Direct observation of lessons (PTs and ELT), Learning Walks (SLT). Pupil, staff and Parent surveys (Dept and Whole school), Pupil voice, Tracking of learner progress (senior Phase),</p>		
<p>EVALUATION</p>	<p>Include Challenge question review from HGIOS4 using evaluative language. How well are our approaches to raising attainment improving outcomes for children and young people?</p> <p>How well do we enable all children and young people to engage in self- and peer-assessment to improve their learning? How do we know this benefits learning?</p>	



School Improvement Plan - Priority 2: Developing a culture of respect across the school, community and world

Rationale: <i>To improve the culture of respect across the school, particularly looking at the way our Young people interact with each other in school and the community. To further development of pupil voice in classes, in school, in community</i>		
Resource implications: Working Group,	Staff responsible:	
Link to National and Local Priorities		
NIF Priority: Placing the human rights and needs of every child and young person at the centre NIF Driver: School and ELC Leadership	HGIOS 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		
Measures of success by end of year 1	Reduction in number of bullying incidents recorded on Seemis and evidence of Equally Safe at School reported through pupil surveys.	
INTERVENTION/ACTION (steps in getting to 1yr measure of success)	BY WHOM/ DEADLINE (Please RAG as you go along from drop down menu)	EXPECTED OUTCOME(S) FOR LEARNERS Specific (can be numbers, but not necessarily)
Introduction and Development of "Equally safe at School" resources to be used in PSE and Tutor time, to improve the culture of respect. Rights Respecting School- Pupil-led Steering Group designing curricular content for Tutor Time and other curricular areas Monthly RRS/ Worship Assemblies Termly Assemblies planned throughout the year to support the Respect agenda, following either ESS or RRS	PUPIL SUPPORT/JMaCL Choose an item. DTAIT/TB Deadline Feb break (options) Choose an item.	Increase of awareness of those with different cultural/racial heritage. RRS questionnaires To explicitly embed the Convention of the Rights of the Child into the language, policies, and practice of PHS Our pupils become Rights Respecting Ambassadors to others and global citizens
Improving school links with Zambian partner school by use of technology to partner up through Teams/Meets	TB Choose an item.	Increase of awareness of those with different cultural/racial heritage.
Further support and development of Pupil voice, by calendaring the Pupil Council meetings termly as part of the session.	JMaCL	
Introduction of S5 prefects to provide greater leadership opportunities and better support through out the school. Roles to be determined that allow our young people opportunity in leading at all levels	ML//JMAC/SMAC	Greater engagement of S5 pupils, taking responsibility and allowing others in S1-4 to see a clearly defined leadership progression from YPI in S3 to S5 leaders.



Increase use of Pupil voice in the classroom to ensure all learners are engaged in their learning, through enhancing of AiFL/Cooperative learning strategies. Development of tutor time to give better opportunities to make their voices heard and listened to, through pupil surveys	ELT/Tutor time teachers	Improvement in Pupil surveys recording that their views are listened to and acted upon.
Promotion of the GSA (LGBTQ+) club to promote leadership opportunities and increase visibility across the school	NC/JMACL	A culture of respect increases throughout the school and Pupils develop a long-term commitment to social justice (RRS/ESS pupil surveys)

EVIDENCE GATHERED/IMPACT: Add links/sources etc link to DMS, ELT Mtg, SLT,

Pupil Council minutes/ pupil surveys/ Feedback from Dept meetings/ELT meetings/Celebration of success at assemblies/prizegiving.

Ongoing record of progress against planned outcomes could be recorded?

EVALUATION	<p>Include Challenge question review from HGIOS4 using evaluative language. How well do we ensure that all children feel safe, healthy, achieving, nurtured, active, respected, responsible and included?</p> <p>How well do children and young people show consideration for others and demonstrate positive behaviour and relationships?</p>
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School Improvement Plan - Priority 3: Raising attainment and achievement across the curriculum

Rationale:
 A small but significant number of our young people are not fully engaged in their learning, leading to not all of pupils achieving the best they can. We want to continue to improve the attainment for all, including those in the lowest SIMD and lowest attaining 30% of our pupils
 why???? Research leads?

Resource implications:e.g. WTA time allocation, Budget	Staff responsible:
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Link to National and Local Priorities

<p>NIF Priority: Closing the attainment gap between the most and least disadvantaged children</p> <p>NIF Driver: Curriculum and assessment</p>	<p>HGIOS Quality Indicator: 2.3 Learning, teaching and assessment</p> <p>HGIOURS Theme: Our learning and teaching</p>	<p>Highland Council Priority: We will raise attainment and achievement for all, especially for those children from disadvantaged circumstances including rural deprivation</p>	<p>GME Priority (for GME and Secondary): ES key message: High quality immersion experiences</p>
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Measures of success by end of year 1	Improvement in attainment amongst the lowest 20% of our leavers, with almost all pupils to have an assessment in Numeracy/Literacy by the end of S4
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INTERVENTION/ACTION (steps in getting to 1yr measure of success)	BY WHOM/ DEADLINE (Please RAG as you go along from drop down menu)	EXPECTED OUTCOME(S) FOR LEARNERS Specific (can be numbers, but not necessarily)
Relaunching pupil diaries with regular target setting and progress checking. Introduction of new school tracking for Praise/Concern/Aim Skye high for all staff and pupils.	<p>Progress check Nov-SLT through tutor time Choose an item.</p> <p>Progress check JAN SLT through tutor time Choose an item.</p>	Pupils show more engagement in their learning and able to explain how they are making progress. Pre and post Intervention surveys to be used to provide evidence. Increase in completing homework and coursework on time- Reduction in referrals through DMS.
Use of Lexia for all S1 and Digital resources in Maths to improve literacy and Numeracy in BGE, leading to greater achievement in Senior Phase (use of PEF funding to support numeracy PSA and targeted teacher support).	SfL/DEPTS/	Ensure all young people have an assessment in Numeracy and Literacy by the end of BGE.
Development of courses specifically targeted to allow pupils to achieve, such as SQA Rural Skills, NPA Photography, Musical theatre and SQA Fashion and Textiles. Working with partners to ensure leadership opportunities available for our Lowest achieving groups	SfL/DEPTS/ HLH YDO/FMACN/MFOX	Engagement of S4 pupils on courses resulting in certification at L4/5 for a number of young people Recoding and documenting evidence of Young people achieving Dynamic Youth/HLH leadership awards/SQA leadership award through HLH.



SQA Leadership award offered to all Young People in S5/6, to be completed over 1 or 2 years	TB	A rise in the number of young people achieving the SQA leader award (either individual unit or whole course award)
School community training on how the school communicates learner progress and achievement.	<p>Progress check Nov ALL FACULTY HEADS</p> <p>Choose an item.</p> <p>Deadline March FH & SLT</p>	<p>All staff to be able to communicate BGE level judgements to learners and parents/guardians. Exemplars created of interim reports with explanations to aid understanding. Online video resource to be shared with Parents/carers.</p> <p>Faculties to provide exemplars of evidence used to make level judgements.</p>
<p>EVIDENCE GATHERED/IMPACT: Add links/sources etc link to DMS, ELT Mtg, SLT, This should be based on data, direct observations and people's views (i.e. triangulation of evidence) and relate to the learner. Ongoing record of progress against planned outcomes could be recorded?</p>		
EVALUATION	<p>Include Challenge question review from HGIOS4 using evaluative language. How well do we utilise accreditation where appropriate, to recognise and celebrate achievement?</p> <p>How effectively do we involve learners and parents in planning and evaluating learning?</p>	

