

THS Parent Council Jan 24 2023

*Vision, values and aims
School self evaluation process
School Improvement Planning
The role of the PC in this process*

Thurso High School

Vision, values and aims

Vision

For every pupil to achieve their full potential in a safe, happy and caring environment in which all pupils feel valued.

Values

TRACK

*Teamwork, Respect, Achievement,
Commitment, Kindness*

Values

Teamwork, Respect, Achievement, Commitment, Kindness

Pupils are awarded merits by any school staff against the school values for work or actions that are above or beyond the expected standards.

These merits achieve House points and the winning House is rewarded at the end of every session.

Aims

To create an ethos of kindness and respect so all pupils feel included, supported and valued;

To set high expectations for attainment, achievement, behaviour, attendance and punctuality;

To provide quality learning and teaching experiences for all;

To provide an engaging, challenging and creative curriculum for all learners;

To ensure all pupils leave Thurso High School to a positive and sustained destination.

School self evaluation process

The school is required to evaluate against the following key national documents:

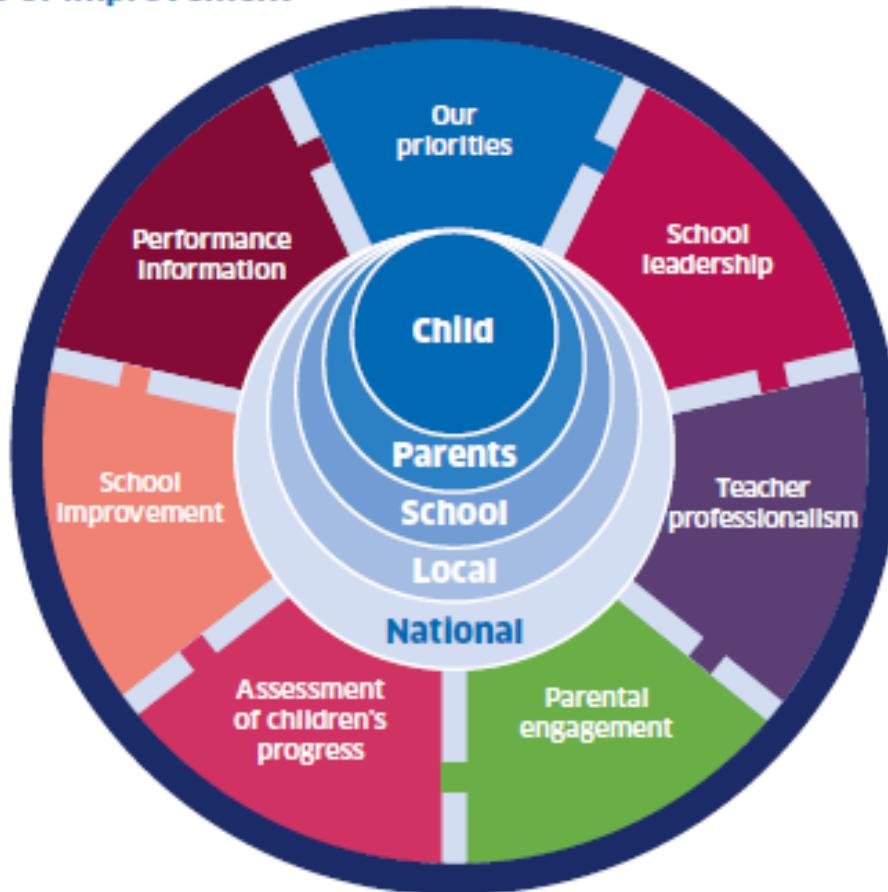
*National Improvement Framework and
Improvement Plan for Scottish education*

General Teaching Council for Scotland standards

HGIOS4 How Good Is Our School? (4th Edition)

National Improvement Framework

Key drivers of improvement



<https://education.gov.scot/parent-zone/learning-in-scotland/national-improvement-framework/>

Four priorities of the National Improvement Framework

- Improvement in attainment, particularly in literacy and numeracy
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in children and young people's health and wellbeing
- Improvement in employability skills and sustained, positive school-leaver destinations for all young people

GTCS Professional Standards

The Standard for Registration

The Standard for Career-long Professional Learning

The Standard for Leadership and Management

...from the GTCS 'Standard for Registration'

Registered teachers:

- reflect and engage in self evaluation ...
- demonstrate constructive participation and engagement with improvement planning

...from the GTCS 'Standard for Leadership and Management'

In line with the visions and values of the school, and within the school, HTs, departmental and faculty improvement agendas, and middle leaders ... develop a range of strategies for individual and collective self-evaluation which contribute to school improvement ...

HGIOS4

<https://education.gov.scot/improvement/self-evaluation/hgios4/>



HGIOS4



Highland Council's Key Service Action Plan Priorities

We will raise attainment and achievement for all, especially for those children from disadvantaged circumstances including rural deprivation.

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

We will ensure the highest quality of learning and teaching for each and every learner.

We will develop leadership skills at all levels of the system for now and the future.

HGIOS4 Quality Indicators

What is our capacity for improvement?		
Leadership and management	Learning provision	Successes and achievements
How good is our leadership and approach to improvement?	How good is the quality of the care and education we offer?	How good are we at ensuring the best possible outcomes for all our learners?
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 Partnerships	3.1 Improving wellbeing, equality and inclusion 3.2 Raising attainment and achievement 3.3 Increasing creativity and employability

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1.2 Leadership of learning	2.2 Curriculum	3.2 Raising attainment and achievement
1.3 Leadership of change	2.3 Learning, teaching and assessment	3.3 Increasing creativity and employability
1.4 Leadership and management of staff	2.4 Personalised support	
1.5 Management of resources to promote equity	2.5 Family learning	
	2.6 Transitions	
	2.7 Partnerships	

THS Standards and Quality Report

From the school self evaluation against the HGIOS4 Quality Indicators the school's Standards and Quality Report is compiled.

- Identify the features of effective practice
- Give the evidence that supports the impact of the good practice
- Plan ahead for what needs to be done next

THS Standards and Quality Report

This requires us to grade our performance against a 6 point scale for each QI.

1Excellent

2Very good

3Good

4Satisfactory

5Weak

6Unsatisfactory

THS Standards and Quality Report

QI 1.3 Leadership of change Good

QI 2.3 Learning, teaching and assessment
Good

QI 3.1 Ensuring wellbeing, equality and inclusion
Good

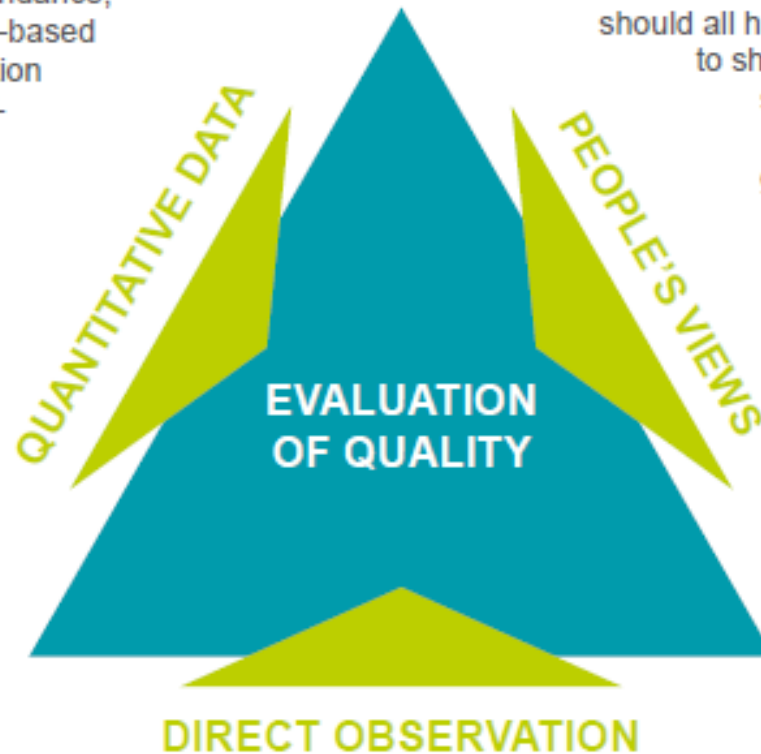
QI 3.2 Raising attainment and achievement
Good

These are our current evaluations; we are working on

How do we gather evidence?

Schools collect a wide range of **quantitative data** for example about attainment, attendance, bullying and prejudice-based discrimination and option choices. Effective self-evaluation includes rigorous interrogation of this data by staff who are data-literate and use the data to recognise emerging issues and when specific interventions are necessary.

Staff, pupils, parents/carers, partners and other stakeholders such as the local authority or governing body should all have regular opportunities to share their views about the school. Examples of how **people's views** can be gathered include through surveys, focus groups, ongoing professional dialogue, learning visits and minutes of team meetings.



Direct observations of practice can take place in a range of learning contexts including during learning which takes place outdoors, in a workplace, at college and during excursions and residential experiences. Observations should be linked to agreed criteria and a shared understanding of their purpose. All stakeholders including staff, learners, parents and partners can engage in these structured observations and give feedback to support self-evaluation.

How do we gather evidence?

Data analysis

Pupil views/focus groups

Parental/other partner views

Staff views

Curriculum plans

Observations

Department/teacher planning

Detentions

Bullying/racist incidents

Attendance

Lateness

Subject uptake

CLPL engagement

Wider achievement

Parental engagement

Attainment variations

HWB indicators

Homework

THS School Improvement Plan Improvement Priorities 2022/23

Health and wellbeing of all pupils

Improving attainment

Developing the Young Workforce (DYW)

The role of the PC in this process

HGIOS4 features of highly-effective practice:

All staff, pupils, parents and **partners** are fully involved in improving the life and work of the school.

A range of stakeholders take lead roles in aspects of school improvement. This includes children and young people, **parents** and partners.

The school consistently involves **parents and carers** in shaping policy and services to improve impacts.

The role of the PC in this process

Extract from SQR

Increase involvement from **parents** and partners in agreeing and evaluating improvement priorities

The **Parent Council** are asked to support the school with discussing methods of involving parents in school improvement planning and feedback on impact.

The role of the PC in this process

Health & Wellbeing

a. Attendance – How important is attendance? How can we support you and your child to increase attendance at school? Can we discuss ways particularly to address attendance in Senior Phase certificated classes?

g. S6 buddies for S1 pupils – Has your child taken part in/benefitted from this programme? What else would you like to see in the Transition process from P7 to S1?

Mental health ambassadors & discussion of mental health topics in school -

j. Safe spaces, YDOs – are you aware of these and their role in the school?

k. School website and Facebook page – are you aware of the school website and/or Facebook page; have you used it to access information? What would you like to see on the website? Do you find the information posted on the school Facebook page useful?

The role of the PC in this process

Improving Attainment

e. Homework BGE – do you think your child gets too much/too little homework? The homework should be issued according to the guidelines attached – do you feel that this is the case? How can we help you to support your child with homework better? Does your child attend Homework Club? How can we improve the support and attendance at Homework Club?

d. Study skills – did you know the school teaches study skills through PSE? Why do you think this is important? Did you attend the Parent sessions offered by the school to help you support your child's study or read the information sent home '*Study skills and habits for effective learning - information for parents Sept 2020*'? Did you find either useful? If not, what may be more useful?

i. Assess whether any pupils are at risk of leaving with no Literacy or Numeracy award - the school aims to ensure that every child leaves school with a literacy and numeracy qualification – are you aware of the different pathways to a literacy/numeracy qualification?

The role of the PC in this process

Developing the Young Workforce

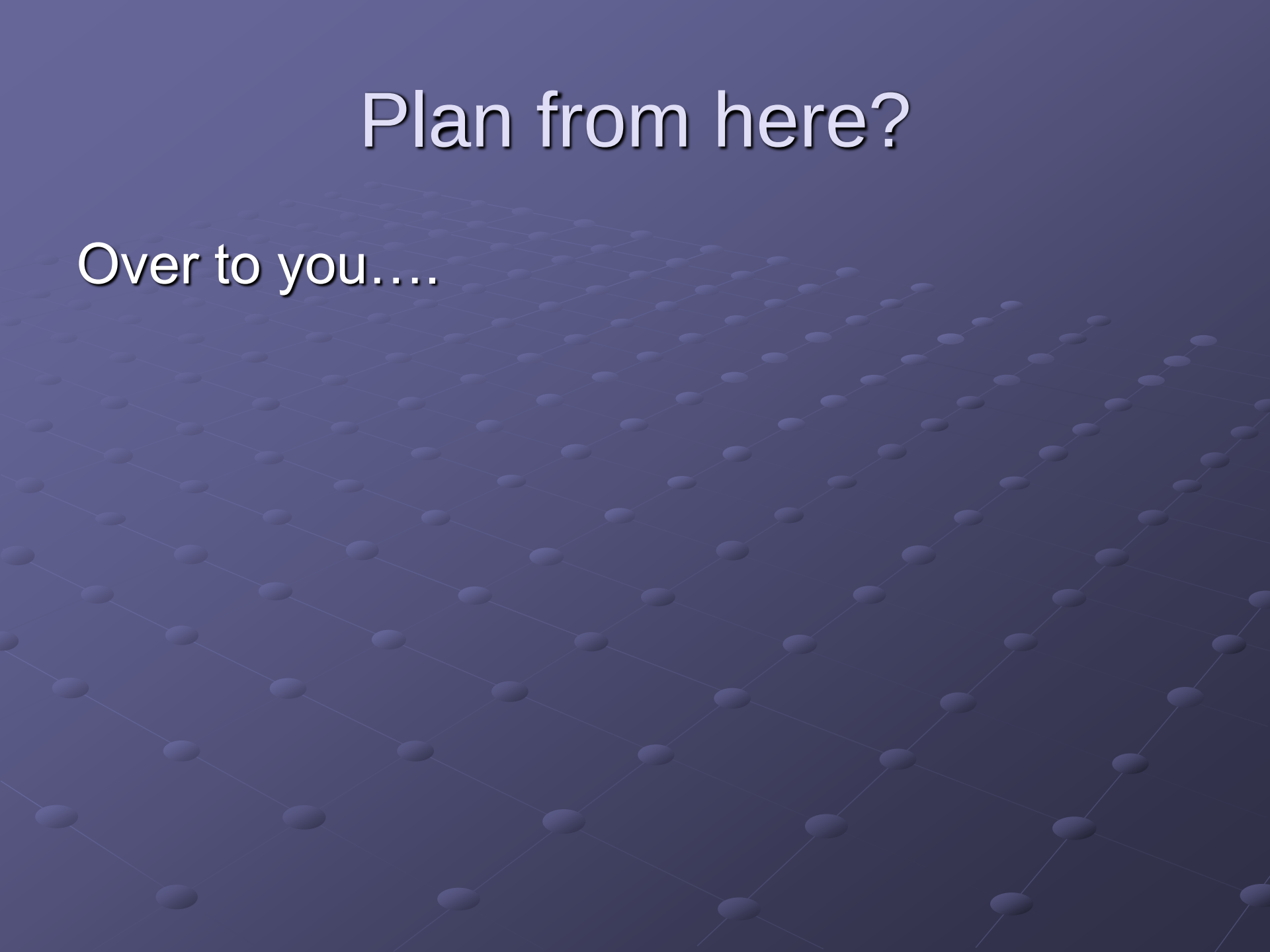
a. Pupils engaged in planning pathways in junior and senior years with links to the DYW programme will have intervention at an earlier stage. This will help to reduce the risk of negative post school destinations and to allow Year Heads, Pupil Support, DYW and SDS staff to tailor support – are you aware of the support that there is through SDS (Skills Development Scotland) to help every child into a positive destination?

d. Earlier discussions with S3 pupils about future pathways – do you think this is important? What would you like to see?

e. DYW PSE programme (speakers/CVs/interviews etc) – do you think your child has benefitted from these sessions? What else could we offer?

Plan from here?

Over to you....

A 3D grid of spheres, possibly representing a crystal lattice or a data structure, receding into the distance on a dark blue background. The spheres are arranged in a regular, repeating pattern, creating a sense of depth and perspective.