



**WICK HIGH SCHOOL**  
**LEARNING - AMBITION - RESPECT**

# Wick High School

*Learning, Ambition, Respect*



# ESTABLISHMENT IMPROVEMENT PLAN

SESSION 2024.25

*Learning, Ambition, Respect*



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



## Action Plans

### School Improvement Plan Priorities 2024/2025

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

Improvement Priority Title
1. Raise attainment and achievement together with improving consistency of our Learning and Teaching approaches.
2. Improve the health and well-being of students, families, and staff.
3. Review the Broad General Education (BGE) and senior curriculum to ensure successful learning pathways for all students.
4. Continue developing and improving the delivery of Developing the Young Workforce (DYW) and partnership initiatives.

### Strategic Three Year Improvement priorities

Session 24/25 – 26/27

Below is our three-year summary of priorities in agreed improvement areas.

QI/Improvement Area Focus	Year One	Year Two	Year Three
Leadership and management	1.3	1.4	1.5
Learning provision	2.2, 2.3, 2.7	2.3, 2.4, 2.7	2.5
Successes and achievements	3.1, 3.2	3.1, 3.2	3.1, 3.3



# School Improvement Plan - Priority 1: Raise attainment and achievement together with improving consistency of our Learning, Teaching and Assessment approaches.

**Rationale:**

Raising attainment is crucial for ensuring that all students reach their full potential and achieve academic success, which is fundamental for their future opportunities in education, employment, and life.

Evaluation of L,T&A indicate that improvements have been made in improving the experiences of our young people. Focused planning based on gathered evidence will improve consistency across learning and teaching which will further improve outcomes for our pupils.

<p><b>Resource implications:</b></p> <p><b>WTA Allocations – Leadership Groups</b>  <b>CPD events - School based and LA (budgets)</b>  <b>Time – sharing good practice and peer observation/reflection</b>  <b>Time – to identify and engage in professional dialogue with family/other schools</b></p>	<p><b>Staff responsible:</b></p> <p><b>S Sandecki</b>  <b>S Laybourne</b>  <b>FPT</b>  <b>Leaderships Groups</b></p>
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<p><b>Link to National and Local Priorities</b></p>			
<p><b>NIF Priority:</b> Improvement in attainment and achievement, particularly in literacy and numeracy</p> <p><b>NIF Driver:</b> Performance Information</p>	<p><b>HGIOS Quality Indicator:</b> 3.2 Raising attainment and achievement/securing children's progress</p> <p><b>HGIOURS Theme:</b> Our successes and achievements</p>	<p><b>Highland Council Priority:</b> We will raise attainment and achievement for all, especially for those children from disadvantaged circumstances including rural deprivation</p>	<p><b>GME Priority (for GME and Secondary):</b> Choose an item.</p>
<p><b>NIF Priority:</b> Improvement in attainment and achievement, particularly in literacy and numeracy</p> <p><b>NIF Driver:</b> Teacher and practitioner professionalism</p>	<p><b>HGIOS Quality Indicator:</b> 2.3 Learning, teaching and assessment</p> <p><b>HGIOURS Theme:</b> Our learning and teaching</p>	<p><b>Highland Council Priority:</b> We will ensure the highest quality of learning and teaching for each and every learner</p>	<p><b>GME Priority (for GME and Secondary):</b> Choose an item.</p>



<p><b>Measures of success by end of year 1</b></p>	<p><b>Raising Attainment and Achievement</b>  Attainment data and analysis.</p> <p>Pupil uptake numbers.</p> <p>% Pupils meeting targets.</p> <p>Intervention action plans.</p> <p>Learner's focus group feedback to monitor quality of LTA experiences.</p> <p>Higher number of learners across the BGE will be making consistent progress and converting into higher presentation numbers for NQs in the senior phase.</p> <p><b>Learning, Teaching and Assessment</b></p> <p>Our pupil survey of LTA identifies almost all pupils agree they have high quality experiences across classrooms and departments.</p> <p>Our focus groups give pupils the opportunity to give the opinions and discuss the positive change they are experiencing in their lessons.</p> <p>Learners have a shared understanding of how they learn and are engaged in the language of learning. They will have increased resilience and skills required for self-regulation.</p> <p>Referrals for low level behaviours decrease on 2023-4 data as pupils' needs are addressed and met appropriately as they are engaged in their learning.</p> <p>Formalised time given to share good practice and peer to peer support opportunities will lead to our teaching staff having increased confidence in implementing LTA strategies.</p> <p>Homework is embedded in our curricular plans with pupils demonstrating strengthened independent learning skills.</p>
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<b>INTERVENTION – Raising Attainment/Achievement</b>	<b>BY WHOM/ DEADLINE</b>	<b>EXPECTED OUTCOME(S) FOR LEARNERS</b>
<ol style="list-style-type: none"> <li>1. Analysis of raw result data including component marks to identify initial department attainments targets.</li> <li>2. Analysis of Insight data to set school and department stretch aims.</li> <li>3. Continued use of data analysis to identify progress and plan interventions.</li> <li>4. Tracking meetings with PT Faculty to discuss actions and support improvement.</li> <li>5. Review choices and track pupils post August results to target those at risk of underachieving.</li> <li>6. Ongoing improvements in Learning and Teaching to better support our young people consistently across their subjects.</li> <li>7. Increase confidence in and use of attainment data in the BGE to support appropriate pathways for targeted young people.</li> </ol>	<p>Ongoing as per SE Calendar PT/SMT</p>	<p>Improved attainment for all through the quality of passes and increased numbers entering levels of national qualifications.</p> <p>Increased number of young people achieving in key measures:  S4 - 5+@L5  S5 - 1+@L6  S5 - 3+@L6  S5 - 5+@L6  S6 - 3+@L6  S6 - 5+@L6</p> <p>Increased percentage of young people leaving school with low literacy and numeracy levels, particularly among the following groups:  S4 - Level 4 literacy  S4 - Level 5 numeracy  S5/6 – Level 6 Numeracy</p> <p>Increased average number of young people achieving complementary tariff points, particularly among the following groups:  S4 and S5 Highest 20%.</p>
<b>INTERVENTION – Learning, Teaching and Assessment</b>	<b>BY WHOM/ DEADLINE</b>	<b>EXPECTED OUTCOME(S) FOR LEARNERS</b>
<ol style="list-style-type: none"> <li>1. Re-structured Leadership groups to focus research of and implementation of Learning and Teaching strategies across our faculties.</li> </ol> <p><b>Key areas to address will include:</b></p> <ul style="list-style-type: none"> <li>• Effective Questioning</li> <li>• Higher order thinking skills (HOTS)</li> </ul>	<p>Termly – Oct/Dec</p> <p>Embed from January</p> <p>LTA leadership group</p> <p>PT Faculty</p>	<p>Our learners will experience greater consistency in the application of our learning standards and classroom routines.</p>

<ul style="list-style-type: none"> <li>• Effective use of feedback</li> <li>• Department Identified focus</li> </ul>		
<p>2. Development of peer-based observation structure to support staff development and sharing of good practice. All staff will be given the opportunity and encouragement to engage with this in a way that supports their professional development.</p>	<p>By Oct/Dec Leadership Group/SMT (SL&amp;CB)</p>	<p>Our learners will benefit from lessons that motivate and provide enjoyment and challenge as well as opportunities to lead their own learning.</p>
<p>3. Collegiate dialogue to improve the reliability and validity of teachers' assessment judgements in the BGE. This will include using the WHS moderation documents to formally record discussions, planned actions and a pupil record of assessment verification.</p>	<p>Ongoing as per SE Calendar  Whole school led by PTs  Support by Link SMT</p>	<p>We are confident in our use of assessment data to support pupils in their progression.</p>
<p>4. To make increased use of gathered data to ensure learners benefit from interventions that support their progress.</p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>• Literacy</li> <li>• Numeracy</li> <li>• HWB</li> <li>• Under Performance (Senior Phase)</li> </ul>	<p>Review post results in August – PT/PTPS  Tracking as per school calendar - PT/PTPS/SMT  Lit/Num to be reviewed termly by PT Eng/Maths</p>	<p>Learners and staff are supported by appropriate interventions that improve outcomes for those individuals.</p>
<p>5. To further embed at home learning with for year groups by providing high quality experiences with feedback that supports next steps.</p>	<p>Curricular newsletter to be issued termly. PTs/SL/CB  SE as per WHS calendar</p>	<p>Almost all learners experience a consistent approach to at home learning, with manageable and appropriate tasks that support the next steps in their learning.</p>

### EVIDENCE GATHERED/IMPACT: Add links/sources etc

#### Attainment and Achievement

A whole school attainment tracking system with analysis documents.  
Department Actions and Improvement Targets  
Insight Data  
Positive Destinations data

## Learning, Teaching and Assessment

Analysis of pupil surveys  
 Records of pupil focus groups  
 Formal Observation records  
 Analysis of staff survey/feedback

Minutes/Actions of department/faculty/leadership group minutes  
 Records of pupil council feedback  
 PRD Records  
 OTB Referrals  
 Moderation and Verification paperwork  
 Attainment and Tracking data.

**Ongoing record of progress against planned outcomes could be recorded?**

### EVALUATION

#### Attainment and Achievement

- Almost all children and young people are attaining appropriate levels and a few have exceeded these.
- Attainment levels in literacy and numeracy are a central feature of the school's priorities for improvement and are raising attainment.
- Very good progress is demonstrated through robust tracking of attainment over time in all curriculum areas and at all stages.
- The school's data demonstrates our current learners are making very good progress.
- Confident teacher judgements together with benchmarking and an appropriate range of assessments are leading to improvements in attainment.

#### Learning, Teaching and Assessment

- How well do we motivate and engage all learners in all aspects of school life?
- How confident are we that all learners experience activities which are varied, differentiated, active, and provide effective support and challenge?
- How well do our questioning strategies enhance the learners' experience and enable higher order thinking skills?
- How well do we record, analyse, and use assessment information to identify development needs for individual learners and specific groups?

**School Improvement Plan - Priority 2:** Improve the health and well-being of students, families, and staff.

**Rationale:**  
Increasing the general wellbeing of pupils, staff and the wider community partners of our school through targetted and universal models of input.

**Resource implications:** WTA, staff remits, outside agencies and partnerships

**Staff responsible:** All staff

**Link to National and Local Priorities**

**NIF Priority:**  
Improvement in children and young people's health and wellbeing  
**NIF Driver:**  
Choose an item.

**HGIOS Quality Indicator:**  
3.1 Ensuring wellbeing, equality and inclusion  
**HGIOURS Theme:**  
Our health and wellbeing

**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):**  
Choose an item.

**Measures of success by end of year 1**

INTERVENTION/ACTION	BY WHOM/ DEADLINE	EXPECTED OUTCOME(S) FOR LEARNERS
1. We will develop a strategic approach to build on existing practices and promote further health and wellbeing as a whole school responsibility.	SMT, June '25	Young people, staff, parents/guardians, and partnerships will have a clear understanding of our approach to HWB across the school.
2. We will increase opportunities for young people to be more involved in school decision making, helping to build confidence and promote engagement.	SMT, S6 Committee Leaders June '25	The Pupil Council system will be key to ensuring that all learners feel that they have a voice in the school community and this, supported by S6 Leaders and Parent Council will implement change where requested.
3. We will increase collaboration between ASN teachers and classroom teachers. This sharing of expertise will build further capacity in supporting young people's learning and evaluating the strategies in use.	G Mackenzie and ASN staff June '25 with review points through each of the 4 terms.	Our staff will share expertise to ensure that learners of all abilities are properly supported in classrooms, thereby promoting a safe, inclusive and ambitious learning environment.
4. We will develop opportunities for the school to organise wellbeing events which bring the school community together for a shared benefit.		The H & W leadership group will be responsible for organising whole school and community events which will promote better awareness of H&W.



	H & W Leadership Group along with S6 Leaders. June '25	
<p><b>EVIDENCE GATHERED/IMPACT: Add links/sources etc</b></p> <ul style="list-style-type: none"> <li>• Pupil focus groups.</li> <li>• Stakeholder voice: parent/carer and pupil through surveys.</li> <li>• Number of behaviour referrals</li> <li>• Number of SHANARRI referrals</li> <li>• Leaderships groups minutes and actions.</li> <li>• Increased pupil opportunities, shared with the wider community.</li> <li>• Impact of leadership group activities – identified to targeted focus groups and Pupil Council feedback.</li> <li>• HC Attendance Policy embedded in our procedures.</li> </ul>		
<p><b>EVALUATION</b></p>	<ul style="list-style-type: none"> <li>• How well do we ensure that all children feel safe, healthy, achieving, nurtured, active, respected, responsible and included?</li> <li>• How well do children and young people show consideration for others and demonstrate positive behaviour and relationships?</li> <li>• How well do we listen to and involve children and young people in making decisions about their wellbeing, their lives and their future?</li> <li>• Have we successfully established an inclusive learning environment? How do we know?</li> </ul>	



## School Improvement Plan - Priority 3: Review the Broad General Education (BGE) and senior curriculum to ensure successful learning pathways for all students.

**Rationale:**  
 Reviewing the Broad General Education (BGE) and senior curriculum is essential to ensure that all students have access to successful learning pathways. This process will align the curriculum with current educational standards and best practices, addressing learning gaps and supporting post-COVID recovery. It will also tailor learning experiences to meet the diverse needs of students, promoting equity and inclusion, particularly for those from disadvantaged backgrounds.

<p><b>Resource implications:</b></p> <p><b>WTA Allocations – Leadership Groups</b>  <b>CPD events - School based and LA (budgets)</b>  <b>Time – sharing good practice and peer observation/reflection</b>  <b>Time – to identify and engage in professional dialogue with family/other schools</b></p>	<p><b>Staff responsible:</b></p> <p><b>C Bennett</b>  <b>FPT</b>  <b>Leaderships Groups</b></p>
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<b>Link to National and Local Priorities</b>			
<p><b>NIF Priority:</b>                  Improvement in attainment and achievement, particularly in literacy and numeracy</p> <p><b>NIF Driver:</b>                  Curriculum and assessment</p>	<p><b>HGIOS Quality Indicator:</b>                  2.2 Curriculum</p> <p><b>HGIOURS Theme:</b>                  Our learning and teaching</p>	<p><b>Highland Council Priority:</b>                  We will raise attainment and achievement for all, especially for those children from disadvantaged circumstances including rural deprivation</p>	<p><b>GME Priority (for GME and Secondary):</b>                  Secondary: Increasing immersion curriculum opportunities in BGE and Senior Phase</p>

<b>Measures of success by end of year 1</b>		
<b>INTERVENTION/ACTION (steps in getting to 1yr measure of success)</b>	<b>BY WHOM/ DEADLINE</b>	<b>EXPECTED OUTCOME(S) FOR LEARNERS</b>
<p>1. Continue to review and re-develop the S1/2 curriculum linked to benchmarks, skills and pathways to promote success in the senior phase.</p> <p>Pupil voice should play a key role in this. Year Heads to meet with Pupil Councils to gather information.</p> <p>2. Continue to review of the senior curriculum to increase opportunities for students to gain further qualifications and to ensure improved progression options.</p>	<p>FHs/SMT link DHTs (ongoing)</p> <p>SMT (Dec)</p> <p>Choose an item.</p> <p>CB (October)</p> <p>Choose an item.</p>	<p>Improved curriculum access and learning experiences effectively planned using data.</p> <p>Ensure young people in the BGE receive their entitlement to two modern languages.</p> <p>Improved attainment over time with pupils accessing a wider range of qualifications at all levels.</p> <p>Improved wider achievement opportunities to allow pupils to gain qualifications in alternative courses.</p>



<p>Investigate models from other schools both within and out with the local authority.</p> <p>3. Support departments with researching and implementing additional units and qualifications to better meet the needs of pupils.</p> <p>4. PTPS teachers will ensure time is dedicated to both UCAS and College applications.</p> <p>5. To liaise with all partners to evaluate, advise and contribute to overall school planning.</p>	<p>CB/SL (Dec)</p> <p>CB/PTPS team (Sept)</p> <p>CB (ongoing)</p>	<p>Increase in the number of young people achieving wider accreditation.</p> <p>Provide opportunities to deliver RME input to our S5/6 young people.</p> <p>Improved support for senior pupils to support them in applying for further and higher education.</p>
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**EVIDENCE GATHERED/IMPACT: Add links/sources etc**

**Ongoing record of progress against planned outcomes could be recorded?**

- Improved curriculum access and learning experiences effectively planned using data.
- Improved attainment over time.
- More focussed options and pathways visible to our young people.
- Feedback from our partners.
- Curricular Planning documents.
- Department/Faculty minutes.
- Increase pupil exposure identified through learning conversations and surveys.
- Feedback from pupils and partners.
- % Positive destination data

<b>EVALUATION</b>	<ul style="list-style-type: none"><li>• To what extent does our curriculum promote equity and raise attainment for all children and young people?</li><li>• How well are children and young people involved in planning and identifying opportunities for personalisation and choice?</li><li>• How effective is our department/faculty overview in ensuring children's knowledge and skills are built appropriately over time.</li></ul>
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## School Improvement Plan - Priority 4: Continue to develop and improve the delivery of Developing the Young Workforce (DYW) and partnership initiatives.

**Rationale:**  
Post Covid recovery across our community indicates that this area requires sustained focus to support pupils into appropriate positive destinations.

<p><b>Resource implications:</b></p> <p><b>WTA Allocations – Leadership Groups</b>  <b>CPD events - School based and LA (budgets)</b>  <b>Time – sharing good practice and peer observation/reflection</b>  <b>Time – to identify and engage in professional dialogue with family/other schools</b></p>	<p><b>Staff responsible:</b></p> <p><b>C Bennett</b>  <b>FPT</b>  <b>Leaderships Groups</b></p>
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<b>Link to National and Local Priorities</b>			
<p><b>NIF Priority:</b> Improvement in attainment and achievement, particularly in literacy and numeracy</p> <p><b>NIF Driver:</b> Curriculum and assessment</p>	<p><b>HGIOS Quality Indicator:</b> 2.7 Partnerships</p> <p><b>HGIOURS Theme:</b> Our learning and teaching</p>	<p><b>Highland Council Priority:</b> We will raise attainment and achievement for all, especially for those children from disadvantaged circumstances including rural deprivation</p>	<p><b>GME Priority (for GME and Secondary):</b> Secondary: Increasing immersion curriculum opportunities in BGE and Senior Phase</p>

<b>Measures of success by end of year 1</b>		
<b>INTERVENTION/ACTION (steps in getting to 1yr measure of success)</b>	<b>BY WHOM/ DEADLINE (Please RAG as you go along from drop down menu)</b>	<b>EXPECTED OUTCOME(S) FOR LEARNERS</b>
<ol style="list-style-type: none"> <li>1. A DYW leadership group has been established to identify opportunities to develop DYW across the school. Coordinated approach through DYW co-ordinator, SMT and faculties to deliver DYW events linked to each faculty to provide 'real life' experiences for pupils as well as creating links with local employers.</li> <li>2. Continue to increase work experience opportunities for pupils from S4 to S6. This will be personalised for pupils with input from <i>Speakers for Schools</i> and placements arranged via the DYW Coordinator.</li> </ol>	<p>CB/leadership group (May 25) Choose an item.</p> <p><b>Deadline Feb break (options)</b> Choose an item.</p> <p>CB/NS (ongoing)</p>	<p>Young people across the school will be supported in making the best options choices based on their strengths and interests, thus maximising their attainment and achievements throughout their learners' pathways.</p> <p>Young people are encouraged to discover employment opportunities and future pathways through dialogue with local employers.</p> <p>Work experience will give our young people real life experience of their chosen fields enhancing their skills for life, learning and work.</p>



3. Continued opportunities for pupils to meet with local employers through the <i>Lunch with Employers</i> initiative. (CB/NS) (ongoing).	CB /NS (ongoing)	Strengthen links between home and the school and allow parents/carers to support their child in their learning and engage in meaningful dialogue.
4. Continue to develop the choice evening and include outside partners.	SMT/FHs (ongoing)	
5. A termly curriculum newsletter is currently being developed and will provide parents with more information on each subject to encourage discussion about subject content, homework, and assessments.	SMT/FHs (termly)	

**EVIDENCE GATHERED/IMPACT: Add links/sources etc**

**Ongoing record of progress against planned outcomes could be recorded?**

- More focussed options and pathways visible to our young people.
- Feedback from our partners.
- Curricular Planning documents.
- Department/Faculty minutes.
- Increase pupil exposure identified through learning conversations and surveys.
- Increased number of pupils experiencing work placements – reviews and feedback
- Curricular Planning documents.
- Timetabled support for applications.
- Feedback from pupils and partners.
- % Positive destination data
- Increased uptake in DYW projects.

- Pupils can articulate their skills and achievements leading to more appropriate choices and pathway targets.

**EVALUATION**

- How well do we seek out and respond positively to potential partnerships which will lead to better outcomes for the children and young people we work with?
- How well do we identify priorities, communicate, plan, monitor and evaluate our work with partners? Are we clear what added value each partnership brings?



**Department Improvement Plan – Priority 1: ADD TITLE** Delete yellow highlighted text once completed

**Rationale:**  
What issue is this addressing/rationale for change (brief statement)

**Resource implications:** e.g. WTA time allocation, Budget **Staff responsible:**

**Link to National and Local Priorities**

<b>NIF Priority:</b> Choose an item.	<b>HGIOS Quality Indicator:</b> Choose an item.	<b>Highland Council Priority:</b> Choose an item.	<b>GME Priority (for GME and Secondary):</b> Choose an item.
<b>NIF Driver:</b> Choose an item.	<b>HGIOURS Theme:</b> Choose an item.		

**Measures of success by end of year 1**  
Eg Increase L5 option menu by 1 additional course option per column – focused to meet needs of identified pupils  
Increase of 4% in number of YP attaining 1@5 in S4 in results for 23/24–79%

<b>INTERVENTION/ACTION (steps in getting to 1yr measure of success)</b>	<b>BY WHOM/ DEADLINE</b> (Please RAG as you go along from drop down menu)	<b>EXPECTED OUTCOME(S) FOR LEARNERS</b>
Add more rows if required e.g. targeted study support throughout session to ensure that pupils sitting L5 courses achieve in line with predictions/potential	Progress check Nov wk1 JB Choose an item.	All young people starting L5 courses in 23/24 attaining at least 1@L5
All subjects required to plan to offer and deliver additional L5 courses for 24/25	Deadline Feb break (options) Choose an item.	Increase Pupils surveyed re interests/pathway needs; appropriate selection of additional courses ready for inclusion on option form and delivery from June 24; explore dual courses running
	Choose an item.	

**EVIDENCE GATHERED/IMPACT: Add links/sources etc**  
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?**

**EVALUATION**  
Include Challenge question review from HGIOS4 using evaluative language.  
How well are our approaches to raising attainment improving outcomes for children and young people?  
How well do we utilise accreditation where appropriate, to recognise and celebrate achievement?

**Further developments/good work/wider achievements.** Please use this section to note any interesting work or developments which you are proud of and which have enhanced the learning and teaching experience.

Title	Descriptive and evaluative comment




### Pupil Equity Planning - Session 2024/25

School	Wick High School
Head Teacher/PEF Lead	Sebastian Sandecki

#### PEF – 23/24 Review

Table 1 is a review box where you should insert a short summary of 23/24 PEF progress / review (this could be lifted from 'progress' column in last plan). Within this summary, the recommended word limit per intervention is 100 words.

**Table 1 – 23/24 PEF Review**

Intervention	Impact / progress summary (max 100 words per intervention)	Intervention Resource allocation used (breakdown)
Attendance data	<ul style="list-style-type: none"> <li>Reduce the number of young people in SIMD 1&amp;2 with attendance of less than 85% from 20% to 15%.</li> <li>– This target has not been met and average attendance of pupils SIMD 1&amp;2/FSM remains higher by 4%, average attendance of SIMD 1&amp;2 cohort is 83% compared to average attendance of SIMD 3-8 cohort is 87%.</li> </ul>	CSW team (£60709) HLH Youth Work officer (£18230)
Behaviour tracking	<ul style="list-style-type: none"> <li>Decreased a number of pupils from the SIMD 1&amp;2 cohort being excluded from 5 in session 2022-2023 reduced to 1 in 2023-2024</li> <li>Out of 278 pupils receiving a behaviour referral last year only 4% of them came from the SIMD 1&amp;2 cohort engaged with the CCSW team and 6% from the SIMD 1&amp;2/FSM cohort engaged with the HLH Youth Work Team.</li> </ul>	CSW team (£60709) HLH Youth Work officer (£18230)
Wider achievements results	<ul style="list-style-type: none"> <li>Increased the number of pupils achieving wider achievement awards from 5 pupils last term to: 7 pupils achieving the Dynamic Youth Awards, 7 achieving the Green Award, 14 working towards the Saltire Award, and 3 achieving the Prince's Trust Award. Additionally, 1 pupil achieved 9 credits at SCQF Level 4 from the Playback ICE books.</li> </ul>	CSW team (£60709) HLH Youth Work officer (£18230)



Engagement data	<ul style="list-style-type: none"> <li>- Increased the level of engagement and participation of young people with the youth work project is supporting young people's health &amp; wellbeing and reducing behaviours that previously lead to exclusion. 94 pupils engage with the youth work projects on regular basis.</li> <li>- Additionally, 62 pupils engage on regular timetable basis with the CSW team.</li> </ul>	CSW team (£60709) HLH Youth Work officer (£18230)
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## 2024/25 Analysis of Pupil Equity Data

Use the **Risk Matrix** to determine FSM numbers

Tables 2 & 3 below are to give an overview of current data being used to determine new / existing gaps (either whole school or stages).

**Target outcomes** of how you would hope this data to improve following interventions should be indicated in the second table.

Data referred to in these sections should align with measurement in the Action / Intervention table (3rd table).

## SCHOOL OVERVIEW - FSM

(Adapt classes /stages accordingly)

Target Group (at risk of underachievement)	Number of pupils	% of school roll	S1 PEF number	S2 PEF number	S3 PEF number	S4 PEF number	S5 PEF number	S6 PEF number
SIMD 1/2	166	22	29	32	30	37	23	15
Target Group Total	166	22	29	32	30	37	23	15

Analysis of whole school or stage attainment gaps - can use filters at bottom of CfE Highland Dashboard and /or consider individual school trackers /assessments to determine gaps to inform PEF planning

Measurement data - <i>examples only - amend to context of analysis</i>	Comment and target outcome - <b>Target outcome</b> following interventions in plan below ( i.e. – spelling age increase by 6+ months for 80% /16 pupils of target group)
Attendance data	<ul style="list-style-type: none"> <li>• Close the gap of average attendance of pupils SIMD 1&amp;2 and SIMD 3-8 cohort. Lat term difference was 4%. Average attendance of SIMD 1&amp;2 cohort was 83% compared to average attendance of SIMD 3-8 cohort that was 87%. We'll aim to close it by 2%.</li> </ul>
Behaviour tracking	<ul style="list-style-type: none"> <li>- Continue decreasing/keeping low the number of pupils from the SIMD 1&amp;2 cohort being excluded in session 2023-2024 we had 1 pupils excluded from this cohort. This was an improvement to previous years. We aim to reduced to 0 in 2024-2025.</li> <li>- Continue reducing the number of pupils from SIMD 1&amp;2/ cohort receiving behaviour referrals. In session 2023/24 only 4% of behaviour referrals them came from the SIMD 1&amp;2 cohort engaged with the CCSW team and 6% from the SIMD 1&amp;2/cohort engaged with the HLH Youth Work Team. We aim to reduce this further to 3% in both groups.</li> </ul>
Wider achievements results	<ul style="list-style-type: none"> <li>• Continue increasing the number of pupils in SIMD 1&amp;2 cohort achieving wider achievements award in comparison to session</li> </ul>

	2023/34 (7 pupils achieved the Dynamic Youth Awards, 7 achieved the Green Award, 14 working towards the Saltire Award, and 3 achieved the Prince's Trust Award, 1 pupil achieved 9 credits at SCQF Level 4 from the Playback ICE books.)
Engagement data	Increase the level of engagement and participation of young people with the youth work project is supporting young people's health & wellbeing and reducing behaviours that previously lead to exclusion.

## PEF IN-DEPTH ACTION PLAN – Inc – Interventions, timescales, and measurement

Class /Yr group / specific groups - Breakdown	Target group numbers	Link to SIP Project (insert number / no)	Interventions / actions linked to spend below (Please colour code to spend plan)	Measurement evidence	Trgt grp, Timeline, Teacher	Progress/ Impact <i>To be completed ongoing/ end of session - (number now on track/ seen desired improvement) - this section can be copied into S&amp;Q Report in May.</i>
S1-6 Pupils	166	YES	<p>By continuing to build on the work of the CSW team – two members of staff (£72569) together with Youth Work Team in engaging with the SIMD cohort, identifying their needs and addressing them through targeted support and carefully planned opportunities we will become increasingly targeted in our interventions to address the needs of young people</p> <ul style="list-style-type: none"> <li>Reduce the number of young people in SIMD 1&amp;2 with attendance of less than 85%</li> <li>Increase the number of pupils in SIMD 1&amp;2 achieving wider achievements awards</li> <li>Increase the level of engagement and participation of young</li> </ul>	<ul style="list-style-type: none"> <li>-Fortnightly monitoring and tracking of attendance with focus on targeted groups/individuals and absence trends</li> <li>- Fortnightly monitoring and tracking of lates with focus on targeted groups/individuals and absence trends</li> <li>- Tracking and monitoring of engagement between school with parents of target group</li> <li>- Parental feedback and evaluations following engagement analysed</li> </ul>	<p>John Scobbie, Morena MacKenzie-Fletcher G Mackenzie (Depute rector)</p>	



			people with the youth work project is supporting young people's health & wellbeing and reducing behaviours that previously lead to exclusion.			
<b>S1-6 Pupils</b>	<b>166</b>	<b>YES</b>	<ul style="list-style-type: none"> <li>• HLH Youth support officer will continue delivering wider achievement awards including Dynamic Youth and Prince's Trust Awards. There will be a particular focus on those who have attendance less than 85%.</li> <li>• Young people within the SIMD cohort are supported to lead volunteering projects within their local community to improve relationships and perception of young people in their local areas.</li> </ul>	<ul style="list-style-type: none"> <li>• Increased strategic leadership by the Senior Management Team focused on addressing underachievement, inconsistencies in learning and teaching and robust use of data to meet young people's needs and direct improvement.</li> </ul>	S Sandecki (HT) C Ross (DHT) C Risbridger H Manson	

**Please tick which of the Following Apply**

Is this PEF plan looking to address?

Literacy	Numeracy	HWB
		X

What is the focus of this PEF plan?

Attainment	Attendance	Inclusion/Exclusion	Engagement	Participation
X	X	X	X	X

## **Financial Breakdown**

All Funding should be spent in the academic year it is intended, there should be No Carry Forwards , this is the terms and conditions of the Scottish Government Grant. If unsure, please contact Julia Short for assistance. **Figures provided below will be approx. and should be reviewed throughout the year.**



<b>Funding</b>	<b>£</b>
PEF Allocation 2024/25	88200
<b>Total Funding(A)</b>	<b>88200</b>

<b>Partner Services/Highland Council</b>		
<b>Service Provider</b>	<b>Approx. Cost</b>	<b>When will this start?</b>
<i>FCR 15%- Highland Council Services</i>	<i>13230</i>	<i>In place already</i>
<i>HLH Youth Support Officer (C Risbridger)</i>	<i>2401</i>	<i>In place already</i>
<b>Total Cost of Partners/Highland Council (B)</b>	<b>15631</b>	

**PEF Posts** (if you have someone in post please contact Julia Short for a more accurate figure, if not please use the approx. costings below [click here](#)) **Important, once post is appointed you must revisit the planned Cost and amend your plan and send updated version to Julia Short.**

<b>Post</b>	<b>Hrs</b>	<b>Approx. Cost</b>	<b>Already in Place (Y/N)</b>	<b>Anticipated Start date</b>
<i>Family Link Workers (CSWs)(J Scobbie)</i>	<i>37</i>	<i>£44210</i>	<i>Y</i>	
<i>Family Link Workers (CSWs)(M MacKenzie-Fletcher)</i>	<i>27.5</i>	<i>£28359</i>	<i>Y</i>	
<b>Total Cost of PEF posts(C)</b>		<b>£72569</b>		

<b>Resources/Training</b>		
<b>Breakdown Resources</b>	<b>Approx. Cost</b>	<b>When will this Happen?</b>
<b>Total Cost of Resources(D)</b>		



Summary Of Spend	£
(E) Total Funding (A)	88200
(F) Total Spend (Staff/Partners/Resources) (Figures B+C+D)	88200
Balance Of Funding (E-F)	

Please note the balance of Funding should be £0

**Approved by**

**Date**

Salary Costings Academic Session 2024/25 (Approximate)



Post Ldesc	Contract Type	Employee Contract Hours	Emp Grade Current Point	Scale	Annual Cost
Pupil Support Assistant 1	term Time only	27.50	14	Bottom	23,454
Pupil Support Assistant 1	term Time only	27.50	15		24,017
Pupil Support Assistant 1	term Time only	27.50	16	Mid	24,636
Pupil Support Assistant 1	term Time only	27.50	17		25,181
Pupil Support Assistant 1	term Time only	27.50	18	Top	25,894
Children's Services Worker 1	term Time only	35.00	19	Bottom	33,458
Children's Services Worker 1	term Time only	35.00	20		34,366
Children's Services Worker 1	term Time only	35.00	21	Mid	35,273
Children's Services Worker 1	term Time only	35.00	22		35,823
Children's Services Worker 1	term Time only	35.00	23	Top	36,898
Positive Relationship Co-ordinator	Full Year	35.00	33	Top	53,380

Basic Salary Scales - Teacher	Teacher	Employee Contract Hours	Total
Probationer	1.000	35.0	45,853
	1	1.000	55,267
	2	1.000	58,474
	3	1.000	61,940
	4	1.000	65,949
	5	1.000	69,686
Probationer Mentoring 0.1 FTE			6,968.65
Probationer Training Day 0.2 fte			13,937.30
Please Add Mentoring and Training as require to the cost of the Probationer			

Short Term Supply	Approx £250 (5hrs which is <u>4.5 hrs class contact</u> ) if a teacher claims more than 4.5 hrs class contact it will cost more
Long Term Supply	Approx £350 hrs which is <u>4.5 hrs class contact</u> ) if a teacher claims more than 4.5 hrs class contact it will cost more

