



School Improvement Report

2022-23

Hawick High School



Review of Progress 2022-23

Context of the setting

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- Hawick High School is a non-denominational secondary school which serves Hawick, Newcastleton and Denholm. Our school is fully comprehensive catering for young people of all abilities and a variety of backgrounds.
- We have identified our vision as '***Learning to be the best version of you***' and the values underpinning this are **Ambition, Determination, Responsibility, Honesty and Equality**. These values support all recent and future work of the school and are referred to in all new policies and communications.
- Hawick High School was the only Scottish Attainment Challenge (SAC) School in the Scottish Borders. Currently the school roll is 754 with 37% of students residing in areas ranked as deciles 1+2 by the Scottish Index of Multiple Deprivation (SIMD). 43% of the school has an ASN, with 20% of young people attending Hawick High School in receipt of free school meals and nearly 24% of students are receiving clothing grants.
- We are committed to ensuring that all learners achieve their potential and we support young people through our integrated Student Support dept. and effective partnership working with agencies. 95.8% of our young people have a positive destination.
- Our curriculum has been designed to meet the needs of all of our learners and as such we have an extensive offer of subjects in our Integrated Senior Phase (S4-6) ranging from SCQF Level 3 to 7. We have over 115 entries for young people in our Enhanced Provision.

SBC priority 1: Develop high quality learning, teaching and assessment that leads to improved levels of attainment and achievement for all in our schools and settings.

What improvements have you made this year?

Learning Teaching & Assessment

Across the school, there is more consistency in the structure of lessons and in the quality of learning and teaching experiences for young people. Staff are developing new skills, using a wider range of assessments and working together better to ensure national standards are applied when marking young people's work. A team of teachers are working together well to improve further the quality of learning and teaching across the school.

Updated Lesson Evaluation Framework (LEF) with specific focus on the 7 key aspects in the cycle of learning in lessons. This forms the basis of all observations in school.

We have implemented a clear plan for observations, professional learning and revisits to support staff throughout the year. This includes a programme of seen/unseen observations with peers.

All PT/SLT observations and feedback have been recorded on a Microsoft Form, enabling an overview of staff, department and whole school strengths / developments needs to be identified.

Almost all staff have been observed with Walk Thru pedagogy and professional reading to facilitate improvement in their practice. Almost all staff had been matched to work in Pairs / Trios to work on similar areas of professional areas for learning. Most staff have been observed in a seen and unseen observed lesson.

Building upon our HHS Wakelet, this has been further developed with resources and links for each are of the LEF.

Most lessons use digital technology to enhance the learning.

All staff have been asked to self-evaluate in relation to their use of digital technology to enhance the delivery of teaching and learning, and the classroom experience of all our learners. A minority of staff have been developing their awareness of the SAMR model, adopting roles as pioneers across the school. The LEF includes an Appendix 2 – and this further exemplifies the SAMR model and supports staff in the evaluation of their use of digital technologies in the classroom.

Curriculum

Almost all learners can identify learner pathways in each Faculty areas, from SCQF Level 4 onwards. We have clear pathways through education identified, and support mechanisms are embedded to support those that require additional help, to ensure that all young people achieve a positive and sustained destination.

95.8% of our young people have a positive and sustained destination; this is in line with SBC average and better than the Scottish average by around 3%.

Our most vulnerable learners have been given the opportunity to gain additional SCQF Level 4 and Level 5 qualifications through partnership working with Community Learning and Development and our own Partnerships Officer.

We have employed a temporary Partnerships and Employment Development Officer who has focused our delivery on employability skills to a wider group of learners across the school, from S1 onwards. Each year group receives input from specifically around the development of employability skills. The Officer has built upon our existing employer and community partnerships to strengthen and embed these within the school. Volunteering has become an established part of the S5/6 experience, including certification.

DYW Improvement Group have started to identify the revised HHS Skills, with whole staff and employer partner have contributed to this process. This will lead to the development of a whole school skills framework, focussing on the use of the meta skills and associated language in the classroom so our learners are literate in the language of skills.

Use of Showbie for S1 reporting, with view to expanding to S2 for next session. The improved learner journey and feedback for the parents, next steps and learner conversations.

Raise Attainment and Achievement

We have continued with three assessment windows and follow up interventions in the Senior Phase.

The House Championship have awarded House Points and these have contributed to an increased ethos and participation in school life. A full day was given to students to reward them for their contribution to school, with each learner picking activities that they wished to participate in for the day. All staff and young people involved – winning House has special activities. Overall ethos and participation and inclusion on the day exceptional.

We have continued with a BGE Celebration of Success Event and we will continue to build upon the success of this. We have introduced a series of Community Awards that have created a link between our local community in representing the learner that achieve many spectacular things outside of the classroom in community and recognises the importance of a diverse representation of achievement. The initial ceremony saw all young people nominated by the community for their outstanding achievement receive awards- with 5 specific awards provided by the local businesses. Led by the Temp PT of Wider Achievement.

A BGE ceremony has been continued to be held to recognise the young people in respect of the school values, staff recognising those that have made the highest contribution to each subject area and those in general who receive a Gold, Silver or Bronze award.

What has improved for learners? How do you know?

Learning Teaching and Assessment

Most learners are clear on what they are learning and almost all lessons continue to include the HHS Dashboard, with Skills being identified along with clear intentions and SC.

In the majority of lessons, learners are being asked to recall knowledge to check retention.

Learners are experiencing an increase in the number of lessons where digital technology is being used to support learning, with the majority of lessons demonstrating the use of digital technology to enhance learner experiences.

Most learners now identify that they are being challenged and supported at the right level by teachers in the majority of their lessons to support their progress.

Almost all learners are given feedback, helping them to identify their own strengths and development needs. Most learners are taking opportunities for additional revision and study.

Learners are actively participating in their own record / journey through a subject with using Showbie to highlight their own exceptional pieces of work. The use of digital technology to record and feedback and next steps. Parents / Carers are more actively engaged with the learners' journey.

Raise Attainment and Achievement

Senior Phase S4-6

2022 results demonstrated attainment over time in the Senior Phase:

S4 Performance at 5+Awards SCQF Level 3, SCQF Level 4 and Level 5 all lower than 2021, but significantly higher than 2019.

S5 Improved performance at 1+ Awards at SCQF Level 5 (A-C Pass) from 2021, but significant improvements across 1+ Awards at SCQF Level 6 (A-C Pass), 3+ Awards at SCQF Level 6 (A-C Pass) and 5+ Awards SCQF Level 6 from 2019.

S6 improved performance at 1+Awards SCQF Level 6 (A-C Pass) and Increase in 1+ Awards at SCQF Level 7.

BGE ACEL Attainment – S3

Increase across all elements – Listening & Talking, Reading, Writing and Numeracy.

In every element we have narrowed the gap, notably in Numeracy. We have met our stretch aim in every element.

The BGE Celebration Achievement Awards night involved all the community, establishing links with all of our community organisations and parents. The improved ethos and inclusivity of the school, recognising all the dedication and hard work that young people and having a showcase for them to be recognised was positively received by the community and parents.

Next Steps?

Learning Teaching and Assessment

Continue to use digital technology to enhance learning, this includes the continual development of the LEF (in relation to digital technology) as well as improving staff confidence in moving upwards through the SAMR model. This will include the promotion of digital pioneers, plus the continued support of INSPIRE learning opportunities.

Focus on teacher pedagogy in plenaries and formative assessment. The Cluster focus on WalkThrus with the addition of the practitioner enquiry.

A developed planned in house CPD calendar for staff from the 'pioneers' we have in our staff.

Development of the model that links professional development and observations. Further refinement of the pairings for observations and professional dialogue.

The range of in school CPD / opportunities for professional dialogue to be further developed.

Develop a clear and concise protocol for departments in using Showbie based upon feedback from parents and learners experience.

Development of the Policy & Practice around the celebration of success events. PT Wider Achievement to complete a review of the process, and look at earlier involvement of community and how we can involve learners in the panel of judging. Clear methods for communicating to parents and young people.

In House Events for House Championship to be on the School Calendar. House Assembly Programme to be on the Calendar, shared widely in the community to build upon the partnership. Increase the opportunities for student involvement and participation.

SBC priority 2: Develop inclusive practice with a focus on universal and targeted provision in all schools and settings.

What improvements have you made this year?

We have continued to integrate our approach to student support. Staff are timetabled and have been allocated their own classroom, allowing them to increase the number of young people that are supported across the Faculty. A new PT SfL was recruited and has implemented modifications to better support young people.

Student support plans and support packages have been regularly reviewed and timetables adjusted at a weekly meeting. The plans are reactive to the needs of our learners.

The location of the nurture provision has been relocated to a central 'Hub' that will serve to be a hub for young people in the school. The improved facilities will allow for the delivery of SCQF qualifications and nurture groups within the same area. It has brought partners together to deliver better outcomes for our learners.

We continue to work towards embedding nurture across the school.

An Attendance Officer has been recruited and an Attendance Policy developed for launch 2023/24. This includes a standard communication with parents / carers. The focus on monitoring attendance of all young people, supporting the PT Pastoral staff to improve the attendance of young people identified through the House Meeting system. The role of the Pastoral Support Assistant has been adapted to reflect this new role, with their role now clearly admin to support PT Pastoral.

A PT Pastoral has been recruited to address the support for each young person; each PT Pastoral has a redefined caseload and teaching commitment. They have a clear focus on a management task.

The Nurture Working group continues to work across the school and a short life team have developed, devised and implemented a Promoting Positive Behaviour Policy across the school. Led by a wide staff working group they have consulted with Parents, local community and young people. We have reviewed our existing policies on mobile phones, communication and ways to support young people and staff and this has become a part of the wider document. Launched in May 2023.

A Diversity Group has continued to work across the school, delivering various inputs during the House Assembly Programme. We have signed up to the LBGT Bronze Charter Award and will work towards this accreditation in 2023/24.

Significant progress has been made with the House Championship, further developing the sense of belonging and ethos for our learners. They have been awarded House points, and this year we have developed that to include activities outside of school. There has been a celebration event – and all young people have been awarded a certificate for their commitment to the school values at varying levels – Bronze, Silver or Gold. We have held a House Celebration Event and all young people have had the opportunity to try a new or different activity run by the staff.

Almost all young people are earning points and having their efforts recognised. Most Faculties are displaying and publicising the young people that are working hard on a regular basis.

We have held our second celebration event for the award to the BGE – and we have built on this by hosting an evening ceremony to include awards that recognise the School Values and have been nominated and decided upon by a panel of community partners. This recognises the achievements our young people make outside of school, and in line with our school values. This has been exceptionally well received by the community and parents as a positive step forwards in recognising all young people for their achievements.

The range of opportunities that our Headteam have to lead has been increased as they have led the Senior Phase Prizegiving and the Graduation event. They have coordinated and hosted a number of high profile school / community events over the year. We have expanded the opportunities for young people to lead, with the revamped buddy system and prefects. We have strengthened the role of House Captain – with a raised expectation on the responsibility to lead the House Assemblies and work alongside the House Mentors (staff).

Transition processes have been improved with adaptations being made to the 14+ Meeting structure and format. The creation of a regular TOM meeting – membership consisting of DYW Borders, SDS and CLD work towards a Targeted Operating Model (TOM) that is looking at strategic delivery plans for HHS partnership working.

Transition with P7 have continued to be strengthened with a programme of early intervention roadshows with all Feeder Primaries. We have begun a curricular transition, with languages, and this will expand to numeracy. The focus remains on early timely intervention to the transition model, and it aligns with a cluster based approach to working.

What has improved for learners? How do you know?

Positive relationships are continuing to improve and the levels of engagement of our most vulnerable learners is improving. The number of young people achieving 5 qualifications or more has increased, with a wider offer of achievements that young people are gaining.

Almost all young people are aware that if they require support with their mental health there are a range of tools and resources to support this. Almost all young people are registered with Kooth and Togetherall.

The needs of those with ASN are better addressed and supported by the regular review of their plans, always with a view to re-integration into mainstream with support. The communication between all staff has improved due to the regular meeting reviewing all young people being supported by Student Support.

The interventions for students are more timely and focused allowing them to access the support that is appropriate at an earlier stage.

We have started a number of activities to poverty proof our school activities, starting from a social enterprise re using school uniform that has been set up and run by Student Support. It has seen local businesses donate to the sustainability shop.

There is an increased awareness of diversity, and a culture developing of acceptance for all.

Attendance figures have improved since the Attendance Officer commenced her post, she is having a direct impact on young people to improve their attendance. This is not confined to the most vulnerable. It is universal.

Young people are reporting that they are much more aware of the impact of poor attendance on their learning. They are beginning to identify a direct link.

Young people have responded well to the newly launched policy regards mobile phones and uniform expectations. We have had a very good positive response from our Parents and community for the changes that we have made to the expectations regarding uniform and mobile phones.

Next Steps?

Attendance stretch aim of 92% to be maintained.

SBC / School Policy Attendance to be widely shared.

Continue to embed the Nurture Principles and language.

Develop learner participation; further develop the current student forum model and develop it so that the process is improved and young people are part of this development. Increase the opportunities for young people to share their views, and be part of school improvement teams.

Evaluate the following QIs against the six-point scale:

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|----------------|---|
| Excellent | this aspect of the school’s work is outstanding, high quality and sector-leading |
| Very Good | major strengths, very few areas for improvement |
| Good | important strengths, yet there remain some aspects which require improvement |
| Satisfactory | the strengths within this just outweigh the weaknesses, basic provision for learners |
| Weak | important weaknesses, there may be some strength, the important weaknesses, either individually or collectively, are sufficient to diminish learners’ experiences in substantial ways |
| Unsatisfactory | major weaknesses within which require immediate remedial action |

| Quality indicator | School self-evaluation | Nursery self-evaluation |
|--|------------------------|-------------------------|
| 1.3 Leadership of change | Satisfactory | |
| 2.3 Learning, teaching and assessment (Including digital) | Satisfactory | |
| 3.1 Ensuring wellbeing, equity and inclusion | Satisfactory | |
| 3.2 Raising attainment and achievement/ Securing children’s progress | Good | |

Our capacity for continuous improvement is: Good