



School Improvement Report

Kelso High School



Session: 2022-2023



Distinguished School

Recognized by Apple as a distinguished school for continuous innovation in learning, teaching, and the school environment.



Kelso High School

In recognition of the school's excellence in integrating digital technology into learning and teaching

2022



Review of Progress 2022-23

Kelso High School is one of nine co-educational secondary schools in the Scottish Borders catering for young people aged from 11 – 18. In session 2022/23 the school roll was 592.

Young people attend Kelso High School from the town of Kelso, the villages of Ednam, Eckford, Heiton, Stichill, Smailholm, Sprouston, Morebattle, Roxburgh and Yetholm and the rural hinterlands. The school enjoys close links with its associated primary schools; Broomlands and Edenside in Kelso; Morebattle, Ednam, Sprouston and Yetholm. We have successful working relationships and transition arrangements with our associated primary schools. Each year we also accept a number of placing requests from within SBC and from across the Scottish/English Border. Together with Jedburgh Campus we make up the Cheviot Learning Community.

The school is led by a Senior Leadership Team comprising of the Head Teacher, a Business Manager and two Deputy Head Teachers. Using our established vision and values – PRIDE, we focus on health and wellbeing of our young people and staff, our learners experience both within the classroom and beyond to provide an aspirational and engaging learning experience for all. However, the need to be flexible in our approach to improvements was crucial as we continue to navigate the ever changing picture in relation to COVID.

Our middle leadership team, organised within CfE curricular areas, are complemented by our Pupil Support Team, who ensure that every young person is able to meet their full potential and moves into a Positive Destination when they are ready to leave school. All of our teaching staff, and many of our support staff, participate in leading improvement within the school.

We have a committed and highly skilled teaching and support staff with a wide range of experiences. This creates an excellent mix for all staff to work collaboratively with and learn from each other to improve the overall quality of teaching and learning for our young people – a key driver of improvement within KHS. We believe that Career Long Professional Learning is central to the success of our school and pride ourselves on our positive approach to this at all levels. We also work closely with other partners including our Community Learning and Development Officer, Youth Workers, Skills Development Scotland Careers Advisors, Developing Young Workforce Coordinator, Borders College, Community Police Officer and Quarriers Resilience worker to name but a few.

The school benefits from a charitable trust fund, Thomas Maconachie Trust, this was set up by a former pupil to support extra-curricular experiences for our young people. Kelso High School also enjoys a high level of support in the local community and benefits from links to a number of local organisations and businesses.

The school has achieved the following awards:

Apple Distinguished Educator status
Education Scotland Digital Schools Award
Social Enterprise School
Sports Scotland Gold Award
Holocaust Education Vision Schools status
Winner of the Youth Engagement Project of the Year award at the Marsh Community Archaeology Awards



Vision, Values and Aims

Our vision, values and aims shape the work we do in school. Young people are at the centre of everything we do with a young person centred approach to all of our improvement priorities. Simply put we strive to do our very best for each individual young person.



The Kelso Way - With Pride

Participation - where technology and curriculum innovation opens learning experiences for all

Respect - where we value and applaud creativity in learning and all learners

Included - where ambition and passion are inclusive values that enable all to succeed

Determination - where we constantly strive for innovation, progress and opportunity for our young people

Excellence - where we give our young people and staff access to the best tools for learning and teaching to enable mobile, collaborative, personalised and creative opportunities for all

We encourage and support all our young people to develop high aspirations for the future, in line with our values. On a daily basis this is underpinned by our three Core Expectations for every member of our learning community

1. Be Ready
2. Be Respectful and Kind
3. Be safe



Partnership with Kelso High School Parent/Carers

Session 2022/2023 has allowed us to work more closely with our community and families than has been possible for several years. It means that previous links can be fully re-established and new ones sought and developed.

We have continued to refine and adapt our online course choice process, acting on feedback from parents, young people and families with regards to what they would like to know about courses, their content and how this can link to future pathways. This has allowed for deeper understanding of the SCQF framework and assist in positive destinations as young people transition out of school in the senior phase. As a result, we are now an SCQF partnership school.

We are also working in a more integrated fashion than in the past to engage with families as part of the primary transition process so that they know how best to support their young people as they enter secondary school – social media has played an increasing part in this process, but remains complimentary to our abilities to now welcome parents back into school to meet face to face.

We have worked with CLD to build on previous successes with intergenerational projects. One of particular note is young people working to improve their local community by working alongside residents of a retirement development in Kelso to improve its garden area with sculptures. Our project in empowering young people to positively impact what matters to them in the community continues to gather pace. Young people working to gain lights for the Kelso Skatepark have received substantial financial support from the local authority and open support from the Kelso Community Council to allow formal feasibility studies to be undertaken.

These and other projects have increased engagement in learning for many young people at risk of disengaging with or facing multiple and/or significant barriers in their educational success. It has offered additional opportunities for success and qualifications to be gained, for example a number of young people across all age groups have gained Dynamic Youth Awards.

A key focus has been on digital learning opportunities, closely aligned to local authority priorities such as the introduction of Showbie which now allows parents to see young person and staff curated portfolios of their work across the school. A welcome event for this was held at parents' evenings in partnership with our central 'Inspire Learning' team to help those who are less digitally confident and foster an inclusive approach.

Our school social media metrics continue to improve and allow for positive learning experiences and achievements to be shared globally. Over the past 12 months, engagement with our Omni-channel communications increased 18.4%, and in Q2 2023 we were excited to see an increase of 173% in post reach across Facebook. This 'digital first' communication strategy is in line with our status as an Apple Distinguished School and holder of a Digital Schools Award. It is our expectation that parents and families will play a pivotal role in our upcoming reaccreditation for these awards in the coming session.

Further events planned will be reflective of feedback received from families and advice received from the parent council.



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 we made this year?

Our focus on learning and teaching continued throughout session 2022/23 with digital learning at the centre.

Teaching, Learning & Assessment

- Following the creation of our 'Kelso Way Learning Teaching & Assessment Framework' in 2021, we used this year to continue our engagement with this document to improve T & L within faculties.
- Staff have continued to engage with the Kelso Way: What does an excellent lesson look like. This document has been used to support our classroom observations and annual staff review. Staff use the QR links to access key professional learning documents following feedback from observations. Teaching and Learning Wakelet have been updated.
- We have worked in partnership with SEIC Research Schools with a focus on either Positive Behaviour or Questioning. All staff were involved in choosing a particular focus to impact on teaching and learning within their own classroom. 85% of staff respondents to the final SEIC Research School audit felt that 'My Research and Enquiry improved outcomes for young people'. All staff participated in our Celebrating Practitioner Enquiry event in June 2023. Feedback from all staff and SEIC representative was very positive.
- Introduction of KHS Lunchtime LTA support sessions for staff. Provision included sessions led by class teachers, promoted staff, SLT and class assistants.
- Launch to staff of amended Lesson Observations and Expectations re Lesson Observations at August 2022 In-service.
- Staff CLPL offered in relation to Circle Observation Programme.

Digital Learning

- Whole staff participation in the introduction to SHOWBIE inset session in August 2022. Staff meeting time throughout the session devoted to further development of implementation of SHOWBIE for BGE. Feedback from staff led to targeted SHOWBIE support sessions led by SBC Inspire Learning Team. As a result of growing confidence within the staff we began our parental rollout of SHOWBIE for BGE parents in Term 3.
- Staff audit in relation to SHOWBIE proficiency to support CLPL.
- Audit of staff Digital Support Needs in August 2022.
- Our Staff Practitioner Enquiries maximised the use of digital technology
- Continued to provide training and support for staff to ensure all learners can access learning whatever their need i.e. ASN, Dyslexia.
- Classroom assistants were issued with ipads. This allowed them to better support our learners
- Supported new members of staff, including student teacher and support staff, to gain their Apple Teacher Award
- Continued to work with Apple including being asked to present at International Learning Sessions
- Continued to use digital technologies to enhance the P7/S1 transition process
- Refresh of ipads for staff and senior pupils June 2023

Development of skills and curricular pathways

- Provided opportunities to develop skills within and out with the classroom environment
- Continued expansion of curricular offer within both BGE and Senior Phase
- INSET October
- Careers Fair / Volunteering Fair



- Business Session attended by representatives from local business, Border College and PTs / SLT in June 2023
- Appointment of Youth Workers to support delivery of Bespoke/Build-Up timetables and to provide alternatives to existing provision, including Dynamic Youth Awards and High 5 awards.
- Introduction of Princes Trust provision into our S3 curricular offer. Run by one of our Youth Workers and one of our Pupil Care and Support Team, this provision targets new S3 learners who are at risk of disengaging from a traditional curricular offer. Units covered include: Personal Development; Project Based Learning; Teamwork Skills; Digital Skills; Managing Money; Wellbeing; Preparing for the World of Work.
- Working with CLDS partners to organise and support Welding and Stone-Carving Groups. Our 'Kelsae Archaeology Project' was profiled at the National Youth Work Conference to showcase the way in which CLDS by working in partnership with local providers can open up new learning pathways and was awarded the title of Youth Engagement Project of the Year at the Marsh Charitable Trust Community Archaeology Awards 2023.

Raise attainment across the school

- BGE spreadsheet developed to track progress across the school
- Following consultation with staff, we have made changes within our Senior Phase regarding number of subjects and period allocation

Support and challenge staff by providing a range of CLPL opportunities

- Audited staff's previous experience of Professional Learning to inform improvements and to collate future needs. Audit also included what CPLP staff could offer to colleagues within KHS.
- Continued to develop opportunities for Staff Career Long Professional Learning – nationally, regionally and in-house. For example attend the BOCSH learning sessions, The Royal High School learning sessions, Education Scotland IDL discussions.
- Continued to use the Professional Learning Plan to allow staff autonomy in relation to their professional development
- Funding from SEIC Research Schools and 1926 Foundation used to purchase a range of professional learning texts to supplement the existing KHS Staff Professional Learning Library.
- Wakelet sites updated to support staff in their development along with creating a Professional Learning Channel with Teams
- KHS Twitter CLPL "Ensuring High Quality T & L" implemented
- Staff CLPL offered in relation to Circle Observation Programme
- Whole school launch of Walk-Thrus 2022-2023
- All staff now engage with GTCS Standards for CLPL
- Supported staff with their engagement in both regional and national leadership courses.

Outcomes for learners

- Consistent experience for learners within classrooms
- Improve young person engagement through participation in our Practitioner Enquiry on Questioning/ Positive Behaviour
- The use of iPads and digital technology embedded across the curriculum to inspire learning. Positive engagement from learners, parents and carers mean learners are experiencing a more varied and appropriately tailored learning experience, again improving engagement.
- Regular discussions around our vulnerable learners has improved learner outcomes and experience by improving staff knowledge of learners.
- Enhanced working relationships between KHS and associate primaries have improved transition into KHS



What has improved for learners?

The climate within KHS for learning is positive and inclusive. Relationships between young people and staff are for the most part mutually respectful and nurturing.

Staff work well together to share practice and expertise to improve learning, teaching and assessment. Staff feedback highlights that staff welcome the opportunity to work collaboratively together – gather views and possible solutions to promote positive behaviour, a number of teacher led discussions/sessions focussed on classroom routines and promoting a positive culture. Some of these sessions were based on professional reading – Leverage Leadership.

Professional learning is supported by regular opportunities to engage with colleagues which form part of our school CLPL calendar. Our learning and teaching policy, 'Assuring High Quality T & L: The Kelso Way' has been well received by staff. In the majority of lessons, teachers' explanations and instructions are clear, and young people understand the purpose of their learning. In the majority of lessons young people are also clear about what successful learning looks like, particularly in the senior phase.

The use of digital technology continues to enhance learning. Most staff and young people are now confident in their use of digital technology. The use of TEAMS within Senior Phase and the use of SHOWBIE within the BGE continues to support learning.

Staff know young people as learners well. The introduction of weekly Pupil Support/SLT House Meetings has led to improved communication and sharing of information. Staff feedback has highlighted that staff have found this information extremely useful in supporting youngsters within their classrooms.

Across the school, we use a variety of assessment strategies and evidence to monitor the progress of young people. Class teachers and Faculty PTs use our tracking and monitoring spreadsheets to chart the progress of individual learners and implement appropriate interventions if necessary.

How do we know?

Teaching, Learning & Assessment

Using our SNSA Data and ACEL Data for BGE to work towards our stretch aims and support progressions into Senior Phase

SLT/PT Attainment review meetings for Senior Phase throughout the session

SBC Review and Cluster HT Review feedback

Standing item on the SLT/PT 1:1 meeting agenda

As part of the SBE review, views were sought and collated using the HMIE questionnaires from young people. Staff and parent/carers

Moderation practice is improving and staff are growing increasingly confident in their judgements (analysis of tracking, concordance at estimate/SQA result).

At Risk interventions are leading to positive progress in all at risk groups (tracking, SQA results, attendance)

Digital Learning

Digital learning supports attainment and achievement and removes barriers to learning. (High levels of engagement from young people involve our Dyslexia Hub, sector leading in relation to IT as part of assessment arrangement in both BGE and Senior Phase, Insight highlights very positive achievement of young people with ASN)

Development of Skills and Curricular Pathways

Inset programme and feedback – Faculty action plans

Actively involved in SEIC Learning Pathways and Positive Destinations which contributed to changing our curriculum offer in Senior Phase

Business Partners/Middle leaders session offering more opportunities to work together



Raise Attainment across the School

Engagement with Insight attainment advisor to ensure we maximise the use of the analytical data set to lead improvements with attainment

We employed an additional member of staff as a Literacy/Numeracy Tutor to work with targeted young people who were either at risk of non-achievement or refusing to attend school. 83% of targeted cohort achieved either a Level 4 or a Level 5 qualification in both Numeracy and Literacy.

Partnership working with CLD, SDS and DYW led to the implementation of our 'Inspiring Young Minds' programme in May 2023. Those with few formal exams or schools refuser were targeted and supported to ensure they achieved a positive destination (qualitative data parent/carers review was extremely positive date, Positive destination data and positive feedback from yp)

Next Steps?

Learning and Teaching

- Implement Year 3 of 'Assuring High Quality Learning, Teaching and Assessment: The Kelso Way – a three-year Improvement Plan'.
- Establish and embed a rigorous interim assessment programme for each subject for both BGE and SP throughout session 2023-2024. Assessment Programme to be based around the four key principles of Data-driven Learning and Teaching: Assessment / Analysis / Data / Culture. KHS Assessment Calendar to be created. Analysis of assessment data to be used to accurately identify causes of both strengths and areas for development.
- Implementation of adapted KHS Lesson Observation Sheets to support targeted lesson drop-in observations of Beginning / Middle / End of lessons.
- Utilise our two PT.1 Learning and Teaching appointments to both support and challenge staff to drive forward improvements in the delivery of learning and teaching.
- Re-launch of 'Assuring High Quality Learning, Teaching and Assessment: The Kelso Way – Professional Learning Bulletin.
- Introduction of HT/DHT/PT BGE Attainment Review meetings throughout session 2023-2024.
- Introduction of S1 Literacy periods.
- Continue to work with primaries to improve Primary 6 –S2 experience – e.g. English Faculty.
- Implementation of new model of Practitioner Enquiry. Practitioner Enquiry to become a short six-week focus in Term 4. Departments/Faculties to work collaboratively on a focus/key area specific to them. Focus of Practitioner Enquiry response to need identified through analysis of key Departmental / Faculty data from Terms 1 and 2. Practitioner Enquiry focus to inform Departmental / Faculty discussion at Faculty Meetings and professional dialogue following lesson observations during this time.
- Appointment of PT.1 Learner Voice to facilitate gathering of Pupil Voice data to drive forward improvements across KHS, including in the delivery of learning and teaching.

Digital Learning

- Continued implementation of KHS 'Showbie' Strategy including expansion of Showbie Parental rollout.
- Inspire Cluster Support Teacher to work with and support staff in relation to enhancing their delivery of Learning, Teaching and Assessment through use of Digital Technology.
- Inspire Cluster Support Teacher to take forward KHS European Digital Award status application.
- Planning to retain Apple Distinguished Schools status.



Raise Attainment

- Whole school session focus on Data-driven Learning and Teaching throughout session 2023-2024.
- Insight advisor to work with Curricular PTs.
- Extension of work of Literacy / Numeracy tutor to include BGE learners.
- To continue to drive forward and embed positive and sustainable change through our Positive Behaviour Plans.
- Appointment of PT.1 Learner Voice to facilitate gathering of Pupil Voice data to drive forward improvements across KHS.

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

What improvements have we made this year?

Wellbeing

Wellbeing is embedded across our school community and we continue to build relationships across the school community that are positive and supportive. We work closely with key families to provide the right support at appropriate times throughout the session.

We have developed a whole school spreadsheet that enables staff to easily access the information they need to know about our young person. This has allowed us to hyperlink key documents eg Health plans.

We have a good primary transition in place

- Enhanced transition in which offers vulnerable and anxious learners an opportunity to experience High School early and build positive relationships with families
- Subject inputs from English and Modern Languages Faculties, in person, to all P7
- Individual P7 Pupil Profiles containing information from young people and teachers continued to be used now that all our cluster primary schools are using them.

We take positive and proactive steps to ensure that any factors which hinder learning are identified and addressed.

- Learning support staff and partner agencies provide valuable support and advice to staff and individual learners to contribute to meeting learning needs. Following discussions at House meetings we have increased the number YARK assessments.
- Focussed nurture group in place within BGE with sessions being delivered by Pupil Support Assistant
- Dyslexia Hub has been established to support learners. These young people were able to raise awareness by leading assemblies during our Diversity Week
- Neurodiversity Hub has also been established for a small group of young people

Our Extended Leadership team used the process of practitioner enquiry to identify an overall on focus of how to improve positive behaviour. Three short term working groups were established:

- Developing an alternative model/timetable for key learners at KHS
- Improving communication around behaviour management at KHS
- Planning a more consistent approach to behaviour management across KHS at all levels.

We provide a curriculum which supports pathways for all our young people. The introduction of Princes Trust has allowed our Youth Worker to offer alternatives to S3 learners who are at risk of disengaging from a traditional curriculum offer.



For those young people within S4 who were at risk of not achieving a positive destination our partnership working with CLD, SDS and DYW led to the implementation of our 'Inspiring Young Minds' programme in May 2023. This was delivered off-site and a key element involved parents and families.

Established a short-term working group to develop learning voice within KHS. This was also a focus of our February INSET and faculties were tasked with identifying where learners voice could be incorporated within their faculty calendar.

What has improved for learners?

Our whole school spreadsheet ensures that staff have access to the most up-to-date information needed to support our young people and ensure their needs are met.

Feedback from our enhanced transition programme highlights that both young people and families felt supported throughout the process.

The needs of our young people are being recognised and a range of supports have been established to allow our young people to have a voice and giving them a key role in decisions that impact on them.

Digital technology is used to adapt to learning needs and allows young people who require additional support to attain well. This helps young people access support independently

How do we know?

House meetings ensure whole school spreadsheet is updated on a weekly bases when required. This information is stored on Teams. Staff feedback has highlighted ease of access to this information.

Minutes from enhanced meetings with Pupils Support PTs prior to starting KHS and then from our 'settling-in' reviews that take place in September. Views gathered from the new S2s and primary staff has been used to inform changes.

During our Diversity Week, young people took a led in celebrating neurodiversity with a range of events – including presenting at year group assemblies. Positive feedback received from young people, parent/carers, staff and the wider community.

Next Steps?

- Further enhance our SfL Hubs to ensure we support a range of young people
- Develop our use of the Glasgow Wellbeing toolkit
- Our PEF plans have been reviewed to include a range of interventions for Literacy, Numeracy and Nurture
- Appoint PT1 post for Wellbeing and another for Pupil Agency
- Embed SBC Respectful Relationship Policy
- Work within the cluster to launch UNCRC

- Established school calendar with a range of staff wellbeing activities – led by staff for staff

Evaluate the following QIs against the six-point scale:

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
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	Satisfactory

Our capacity for continuous improvement is: Good