



# School Improvement Plan

## 2025-26

# INTRODUCTION - School Improvement Planning 2025/26

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This document outlines our identified priorities for Session 2025/26, which will bring about continuous improvement of outcomes for our learners. It is based on rigorous self-evaluation of our provision, including the impact of development work carried out during 2024/25. For more information on our performance, see our School Improvement Report June 2025.



# Areas for Improvement 2025-26

Based on school, local and national priorities

	Improve / New ↓ Think key priority Action plans needed for these	Consolidating / Continue ↓ Think 'embed, expand' Building on previous activity	Explore / Understand ↓ Think 'questions, wicked issues' May be key priorities next session
<b>Learning, teaching, assessment</b>	<ul style="list-style-type: none"> <li>• Closing the learning loop</li> <li>• Introduce Calendar of Quality Assurance of activities</li> <li>• Introduce Professional Learning Communities</li> <li>• Showbie as classroom tool</li> </ul>	<ul style="list-style-type: none"> <li>• Whole School Focus               <ul style="list-style-type: none"> <li>• Starters/LI/SC</li> <li>• Cold Calling</li> </ul> </li> <li>• Faculty Reviews</li> <li>• Embed new EELF</li> </ul>	<ul style="list-style-type: none"> <li>• How do we support pupils to lead their learning?</li> <li>• How do we ensure that the needs of all learners are met in every classroom?</li> </ul>
<b>Inclusive practices</b>	<ul style="list-style-type: none"> <li>• House Time Programme</li> <li>• Improve understanding of Nurturing Approaches</li> <li>• Implement Communications Policy</li> </ul>	<ul style="list-style-type: none"> <li>• Recognition and tracking of pupil achievements and experiences</li> <li>• Inclusive practices (Neurodiversity, TIE)</li> </ul>	<ul style="list-style-type: none"> <li>• How do we track pupil achievements out with school?</li> </ul>
<b>Curriculum</b>	<ul style="list-style-type: none"> <li>• Renew our Curriculum Rationale</li> <li>• Responsibility for All</li> </ul>	<ul style="list-style-type: none"> <li>• Make explicit and embed Vision, Values and Aims throughout school community</li> </ul>	<ul style="list-style-type: none"> <li>• What could be our Earlston High School Promise?</li> <li>• What could Project-based Learning look like in EHS?</li> <li>• What could outdoor learning and learning outdoors look like?</li> </ul>
<b>Leadership</b>	<ul style="list-style-type: none"> <li>•</li> </ul>		<ul style="list-style-type: none"> <li>• Leadership Pathways</li> </ul>
<b>Team Around the Cluster</b>	<ul style="list-style-type: none"> <li>• Curricular transition</li> </ul>		<ul style="list-style-type: none"> <li>• How do we ensure all staff take account of curricular transition information?</li> </ul>

## Action plan 1: Closing the Learning Loop

<b>Intended outcome: Most observed lessons show clear links between LI/SC and Plenaries in order to ensure consolidation of learning and reflection on progress made.</b>			<b>NIF link:</b> Improvement in achievement
Why is this a priority? What does self-evaluation data show?	What changes will we make that will lead to improvement?	How will we know improvement has occurred? Outcome / Process / Balance	What progress has been made? (Update at least half -termly)
<ul style="list-style-type: none"> <li>Closing the Learning Loop. Data from Faculty Reviews and feedback from staff indicates a need to focus not only on the start of the lesson, but also on the end.</li> </ul>	<ul style="list-style-type: none"> <li>Professional Learning Communities – choice to focus on plenaries for some.</li> <li>Relaunch of EELF with clear guidance and strategies for the end of lessons.</li> <li>Introduction of Collegiate Time.</li> <li>Sharing of good practice at Faculty Meetings and at ELT meetings.</li> </ul>	<ul style="list-style-type: none"> <li>Faculty Reviews will show these links clearly in most observed lessons.</li> <li>Pupil L&amp;T focus group feedback will show an understanding among pupils that LI/SC and plenaries are linked.</li> <li>Observations by PTs of staff within faculties will include a focus on this area.</li> </ul>	<p>October:</p> <p>December:</p> <p>February:</p> <p>April:</p>

## Action plan 2: Introduce Quality Assurance Calendar

<b>Intended outcome: Add SMART aim here.</b>			<b>NIF link:</b>
<b>Why is this a priority? What does self-evaluation data show?</b>	<b>What changes will we make that will lead to improvement?</b>	<b>How will we know improvement has occurred? Outcome / Process / Balance</b>	<b>What progress has been made? (Update at least half -termly)</b>
<ul style="list-style-type: none"> <li>• Our quality assurance processes were not visible and systematic. Staff reported feeling as though priorities come through without notice.</li> <li>• A streamlining of quality assurance processes will improve outcomes for learners – freeing up time for action.</li> </ul>	<ul style="list-style-type: none"> <li>• A complete QA Calendar with digital links to processes</li> <li>• Regular evaluation of processes to ensure that they lead to improved outcomes for learners</li> <li>• More use of quality data for early identification of learners at risk of underachievement</li> <li>• Improved self-evaluation procedures to identify future areas for development</li> </ul>	<ul style="list-style-type: none"> <li>• By June 2026, a well-established whole-school QA calendar is consistently implemented across all faculties.</li> <li>• All key processes (assessment, reporting, behaviour, support) are evaluated each session.</li> <li>• Improved attainment and attendance</li> <li>• Robust self-evaluation data which leads to further school improvement</li> </ul>	<p>October:</p> <p>December:</p> <p>February:</p> <p>April:</p>

## Action plan 3: Introduce Professional Learning Communities (PLCs)

<b>Intended outcome: Providing staff with a framework to work together on pedagogical themes they identify as a priority in their own practice.</b>			<b>NIF link:</b> Improvement in achievement Improvement in skills
<b>Why is this a priority? What does self-evaluation data show?</b>	<b>What changes will we make that will lead to improvement?</b>	<b>How will we know improvement has occurred?</b> Outcome / Process / Balance	<b>What progress has been made?</b> (Update at least half -termly)
<ul style="list-style-type: none"> <li>• 94% of staff in a survey of learning needs showed a desire for more face to face opportunities to learn together.</li> <li>• 91% of staff said relevance to their role was a key quality they wanted in professional learning.</li> <li>• In reviewing 2024/25 SIP, staff noted a desire to return to more peer observations to help develop their own practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Following on from individual Pedagogical Plans, PLCs will allow staff to select a topic or area they wish to develop and work together to research and implement strategies.</li> </ul>	<ul style="list-style-type: none"> <li>• Sharing of final PLC findings.</li> <li>• Most Peer observations evidence impact of pedagogical plans</li> <li>• All staff to surveyed with almost all rating the value of PLCs at 4 out of 5 or more</li> </ul>	October:  December:  February:  April:

## Action plan 4: Showbie as Classroom Tool

<b>Intended outcome: Develop the best approach to using Showbie as a tool to best support pupil reflection on progress.</b>			<b>NIF link:</b> Improvement in skills Closing the attainment gap
Why is this a priority? What does self-evaluation data show?	What changes will we make that will lead to improvement?	How will we know improvement has occurred? Outcome / Process / Balance	What progress has been made? (Update at least half -termly)
<ul style="list-style-type: none"> <li>To link pupil progress to metacognition.</li> <li>Staff feedback identifies that learner passivity continues.</li> <li>2024/25 approach to using Showbie as a tool for sharing Learner Reflections with home has not been a success in addressing pupil's own understanding of their learning.</li> </ul>	<ul style="list-style-type: none"> <li>Working group to prototype the use of Showbie as a classroom tool.</li> <li>Look to share learning with home.</li> <li>Pupils will reflect on learning and development of skills over time.</li> <li>Looking outwards – identify good practice to learn from.</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from staff and families.</li> <li>Pupil L&amp;T focus group feedback.</li> <li>By the end of the year all staff are confident in the use of Showbie as a classroom tool.</li> </ul>	<p>October:</p> <p>December:</p> <p>February:</p> <p>April:</p>

## Action plan 5: House Time Programme

<b>Intended outcome: Foster a House ethos and sense of belonging</b>			<b>NIF link: HWB &amp; attainment</b>
<b>Why is this a priority? What does self-evaluation data show?</b>	<b>What changes will we make that will lead to improvement?</b>	<b>How will we know improvement has occurred? Outcome / Process / Balance</b>	<b>What progress has been made? (Update at least half -termly)</b>
<ul style="list-style-type: none"> <li>• Continue our focus on VVA</li> <li>• Staff feedback noted a lack of clarity re Vision</li> <li>• Merit points have been a success</li> <li>• Continue improvement in Attendance data</li> </ul>	<ul style="list-style-type: none"> <li>• Organise House Teams &amp; House rooms</li> <li>• Clarify role of House Tutor</li> <li>• Clarify role of PTPS &amp; Attendance Support Team</li> <li>• Organise themed programme</li> </ul>	<ul style="list-style-type: none"> <li>• Positive trend in Attendance data</li> <li>• All young people receiving a merit in recognition of values</li> <li>• Pupil Voice - Parliament</li> <li>• House events data</li> <li>• House Tutor evaluation</li> </ul>	October: December: February: April:

## Action plan 6: Improve understanding of Nurturing Approaches

Intended outcome: Improved relationships – attainment & achievement			NIF link: attainment
Why is this a priority? What does self-evaluation data show?	What changes will we make that will lead to improvement?	How will we know improvement has occurred? Outcome / Process / Balance	What progress has been made? (Update at least half -termly)
<ul style="list-style-type: none"> <li>• Staff turnover and amount of time passed since CLPL</li> <li>• Referral data for behaviour and non-attenders</li> <li>• Attainment data for non-attenders</li> </ul>	<ul style="list-style-type: none"> <li>• CLPL offering and collegiate time activities</li> </ul>	<ul style="list-style-type: none"> <li>• Reduction in behaviour referrals and de-merits by at least 25% compared to previous year</li> <li>• Reduction in duty calls by at least 25% compared to previous year</li> <li>• Improved attendance for previous non attenders by at least 25%</li> <li>• Pupil Voice showing that almost all young people report a calmer environment</li> <li>• Observations</li> </ul>	<p>October:</p> <p>December:</p> <p>February:</p> <p>April:</p>

## Action plan 7: Implement Communications Policy

<b>Intended outcome:</b> Improved communication on all levels within our school community.			<b>NIF link:</b>
Why is this a priority? What does self-evaluation data show?	What changes will we make that will lead to improvement?	How will we know improvement has occurred? Outcome / Process / Balance	What progress has been made? (Update at least half -termly)
<ul style="list-style-type: none"> <li>Feedback from stakeholder surveys (SBC) suggests there is an inconsistency in relation to communication across parents, staff and students. (see feedback summary)</li> <li>Stakeholders reported varied experiences regarding communication within school and with partners.</li> </ul>	<ul style="list-style-type: none"> <li>A whole school policy will be co-created with our school community (staff, pupils, parents and partners).</li> <li>Implementation of 'Comms Policy'.</li> <li>Further feedback data gathered to review and refine the policy so it works for us as a school community.</li> </ul>	<ul style="list-style-type: none"> <li>Improved feedback in relation to communication, aiming to move into 'almost all' say communication is good in SBC surveys 25-26.</li> <li>Clear guidelines for all to follow and expectations around communication set out.</li> </ul>	<p>October:</p> <p>December:</p> <p>February:</p> <p>April:</p>

## Action plan 8: Renew our Curriculum Rationale

Intended outcome: Add SMART aim here.			NIF link:
Why is this a priority? What does self-evaluation data show?	What changes will we make that will lead to improvement?	How will we know improvement has occurred? Outcome / Process / Balance	What progress has been made? (Update at least half -termly)
<ul style="list-style-type: none"> <li>Current curriculum rationale is not fit-for-purpose and does not reflect our curriculum at Earlston High School</li> <li>Improve levels of attainment and achievement for all learners.</li> </ul>	<ul style="list-style-type: none"> <li>Consultation with pupils, staff and wider community on our new Curriculum Rationale giving clarity to what the intended impact of our curriculum is for our young people inline with our vision, values and aims</li> </ul>	<ul style="list-style-type: none"> <li>Decrease in re-coursing requests by 25%</li> <li>Almost all stakeholders reporting that they understand pathways available in EHS</li> <li>Improved Insight data for S4 leavers over time</li> <li>An updated Curriculum Rationale Document.</li> </ul>	<p>October:</p> <p>December:</p> <p>February:</p> <p>April:</p>

## Action plan 9: Responsibility for All

<b>Intended outcome: Add SMART aim here.</b>			<b>NIF link:</b>
<b>Why is this a priority? What does self-evaluation data show?</b>	<b>What changes will we make that will lead to improvement?</b>	<b>How will we know improvement has occurred? Outcome / Process / Balance</b>	<b>What progress has been made? (Update at least half -termly)</b>
<ul style="list-style-type: none"> <li>The 'Responsibilities for All' are part of the Curriculum Improvement Cycle and refreshed narrative for BGE. We want our staff to be knowledgeable and confident of their role in supporting this.</li> </ul>	<ul style="list-style-type: none"> <li>Audit current understanding of the RfA</li> <li>Staff working group with representation from each curricular area to develop action plan</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation of staff confidence on a scale of 1-5 with almost all reporting confidence of 4+</li> <li>Evaluation of pupil identification and understanding of where the RfA are evident across the curriculum</li> </ul>	<p>October:</p> <p>December:</p> <p>February:</p> <p>April:</p>

## Action plan 10: Curricular Transitions (Cluster)

<b>Intended outcome: Add SMART aim here.</b>			<b>NIF link:</b>
<b>Why is this a priority? What does self-evaluation data show?</b>	<b>What changes will we make that will lead to improvement?</b>	<b>How will we know improvement has occurred? Outcome / Process / Balance</b>	<b>What progress has been made? (Update at least half -termly)</b>
<ul style="list-style-type: none"> <li>Cluster staff express a lack of confidence that data is being used to plan improved outcomes for learners</li> <li>High School staff need better attainment data and information to work with quality qualitative data already in place.</li> <li>There are no opportunities to moderate work across the cluster – both from EHS to cluster primaries and across primary schools.</li> </ul>	<ul style="list-style-type: none"> <li>Establish a working group of key professionals to plan opportunities for moderation, curricular activities (reading challenge) and literacy development</li> <li>Create an opportunity for key attainment information to reach EHS staff, so they can plan for next steps</li> <li>Create links between the Maths and English faculties to the cluster – a link teacher for each school</li> <li>Implement recommendations of Tracking and Monitoring COP</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation of moderation opportunities where there is at least 85% of agreement in standards</li> <li>Embedded use of attainment data across EHS</li> <li>Feedback from families reporting rating average of 4+ out of 5 for confidence on their learner's progress.</li> </ul>	<p>October:</p> <p>December:</p> <p>February:</p> <p>April:</p>

## Consolidating / Continue

Process		Progress Tracker	
Improvement	Strategic lead	Measures of Success (Evidence)	Expected completion date
<b>1</b> Starters/LI/SC - Focus within faculties where this has been identified as an area for development. Updated information in EELF.  Cold Calling - Focus within faculties where this has been identified as an area for development.	JM	<ul style="list-style-type: none"> <li>• All observations have these as specific areas of focus – observation records.</li> <li>• Professional Learning Communities – outcomes from groups with these as areas of focus.</li> <li>• Sharing of good practice at all Faculty Meetings and at ELT meetings – Faculty and ELT minutes.</li> </ul>	
<b>2</b>	Faculty Reviews - Continue to review faculties following agreed procedure established in 2024/25.	SLT	<ul style="list-style-type: none"> <li>• Three faculties to be reviewed – English, Technologies, Expressive Arts.</li> </ul>
<b>4</b>	Embed new Earliston’s Standard for Learning and Teaching – to replace EELF.  Launch at August Inset.	JM	<ul style="list-style-type: none"> <li>• Launch at August Inset – feedback at faculty meetings via members of L&amp;T group.</li> <li>• Regular reminders of how to engage with ESLT through L&amp;T emails and at Collegiate sessions.</li> <li>• ESLT to support PLCs – regular reviews and updates of the links and professional readings contained in ESLT.</li> <li>• Survey of staff on use of ESLT following launch.</li> </ul>
<b>5</b>	<ul style="list-style-type: none"> <li>• Make explicit and embed Vision, Values and Aims throughout school community.</li> </ul>	LL	<ul style="list-style-type: none"> <li>• Widen opportunities to celebrate living the values (stripes/ values awards/ point system).</li> <li>• Create a Celebration of Success wall.</li> <li>• All faculties celebrate ‘living the values’ on display boards</li> </ul>

## Explore / Understand

Process		Progress Tracker		
Question / Wicked issue		Strategic lead(s)	Expected completion date	Answer / Next steps
1	How do we support pupils to lead their learning?	KM	March 2026	KM look outwards to where schools are successfully achieving this. KM to work with Trio schools on this
2	How do we ensure that the needs of all learners are met in every classroom?	JMcD	March 2026	JMcD to identify CLPL opportunities for staff
3	How do we track pupil achievements out with school?	JW	March 2026	Continue developing plan from 2024-25
4	What could be our Earlston High School Promise?	JMcD	March 2026	JMcD to engage with Pupil Support and Pupil leaders on what this may look like
5	What could Project-based Learning look like in EHS?	KM	March 2026	KM look outwards to where schools are successfully achieving this. Pilot some opportunities with two faculties
6	What could outdoor learning and learning outdoors look like?	KM	March 2026	Identify a lead person from school to learn from local secondary schools who are already embedding this in the curriculum
7	Pupil Action Groups	AJ	March 2026	Investigate with pupil leaders and pupil parliament on what this could look like
8	How do we ensure all staff take account of curricular transition information?	JW	March 2026	Collaborate with English/Maths PTs and cluster HTs
9	Leadership Pathways	AJ	March 2026	Investigate potential leadership pathways for staff and pupils

