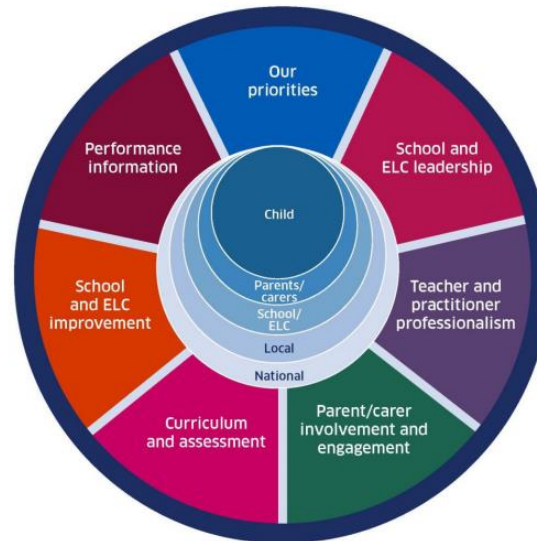


Education and Learning Directorate

School / ELC Improvement Progress Reporting and Planning Return to Education and Learning

(2022 - 2023)



School: Douglas-Ewart High School

Date: 17/6/2022

1. Vision, Values and Aims

An essential element in the improvement process is a shared and agreed vision and set of values. These need to be dynamic, reviewed and referred to continuously. The Vision, Values and Aims statement should indicate the school's stance in empowering the school community and partners, and in ensuring excellence and equity for all learners.

Refer to HGIOS?4 / HGIOELC?: Leadership and Management - QI 1.3 Leadership of Change – Theme 1: Developing a shared vision, values and aims relevant to the school and its community; Learning Provision - QI 2.2 Curriculum – Theme 1: Rationale and design; Successes and Achievements - QI 3.1 Ensuring Wellbeing, Equality and Inclusion - Theme 1: Wellbeing & Theme 3: Inclusion & Equality; Successes and Achievements - QI 3.2 Raising Attainment and Achievement - Theme 4: Equity for All Learners

Our Vision, Vales and Aims

Our community strives to meet the needs of all to achieve their potential within a culture of ambition and self-worth.

Our mission statement is CARE

- *Community*
- *Aspiration of Achievement & Attainment*
- *Resilience*
- *Ethos*

School Aims

The aims of Douglas-Ewart High School reflect the Curriculum for Excellence and the National Priorities for education. The aims are an expansion of the school statement:

- 1.To provide a quality curriculum that engages young people in the highest quality learning activities and develops a culture of ambition and achievement.*
- 2.To provide proactive support for all pupils through the monitoring of their progress and attainment by working in partnership with other agencies and the community, focusing on outcomes and maximising success for all learners.*
- 3.To develop a common vision across young people, parents, and staff to promote pupils' positive relationships, recognise their achievement, develop citizenship AND develop the concept of inclusive school communities.*
- 4.Through effective self-evaluation and quality assurance, improve the quality and effectiveness of the learning and teaching experience, meet the full range of pupils' needs better by working together with parents to improve learning, to improve levels of attainment and achievement.*
- 5.To foster high quality leadership at all levels, developing a program of continuing professional development that values and empowers staff and young people.*
- 6.To provide a healthy and safe environment for effective teaching and learning that promotes positive relationships within a learning, caring and inclusive school community.*
- 7. To reflect continuously on our own work and set and meet new challenges.*

Review Date: 15/6/22

Review Activities

May/June 2022: Review with Pupil Council, Parent Council, Staff Voice, completed using Teams. Agreed to continue with CARE as the basis of our core values.

1. Vision, Values and Aims

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Refer to HGIOS?4 / HGIOELC?: Leadership and Management - QI 1.3 Leadership of Change – Theme 1: Developing a shared vision, values and aims relevant to the school and its community; Learning Provision - QI 2.2 Curriculum – Theme 1: Rationale and design; Successes and Achievements - QI 3.1 Ensuring Wellbeing, Equality and Inclusion - Theme 1: Wellbeing & Theme 3: Inclusion & Equality; Successes and Achievements - QI 3.2 Raising Attainment and Achievement - Theme 4: Equity for All Learners

2. School Improvement Progress Report

Include evaluative statement/s on the impact of Covid-19 on priorities.

Looking inwards, looking outwards: What key outcomes have we achieved? What are our strengths and areas for improvement? What is our capacity for continuous improvement?

In completing this section, it may be useful to refer to the statements of impact within the Level 5 Illustration for relevant HGIOS? 4 / HGIOELC? Quality Indicators, National Improvement Framework (NIF) 5 key priorities, the 6 NIF drivers and the National Standard (ELC Only)

2.1 Progress against Previous Year's School Improvement Priorities

Area for Improvement	Progress and Impact on: Learners' successes and achievements The school community's successes and achievements - as appropriate (Include evidence of impact.)	Next Steps (Looking Forwards)
<p>School Priority 1 <i>To raise the attainment of all young people through a robust system of assessment, tracking, monitoring and data analysis, and an improved curriculum to enhance learner engagement. This will lead to high quality interventions that impact positively on levels of attainment, particularly in Literacy, Numeracy and Wellbeing.</i></p> <p>NIF Priority Improvement in attainment, particularly in literacy and numeracy; Closing the attainment gap between the most and least disadvantaged children</p> <p>NIF Driver School Leadership, Teacher Professionalism, School Improvement</p>	<ul style="list-style-type: none"> • Seemis interventions integrated into Monitoring & Tracking in the Senior Phase, with an updated M&T calendar linked to SQA processes for session 2022. • New faculty polices on M&T created. • Reviewed Senior Phase M&T at all levels across all faculties. • All tracking data shared with staff with analysis and targets group identified linked to interventions and next steps. • Developed moderation partnerships following on from the SQA ACM model. • Learner conversations developed both in faculty and as Personal Support in SET. • Audit of BGE and Senior Phase curriculum, course modified and an updated Learning & Teaching policy for each faculty, this is linked to moving to 7 National Qualification studied in S4 for session 2022/2023. • S3 curriculum re-developed with a focus on DYW • Progression pathways into senior phase articulate more with SCQF framework. Courses and assessment plans evaluated and adapted due to the impact of COVID and changes from SQA. • Introduction of new courses, Higher applications of Maths, Prince's Trust award. • Continued with offering two Nat % awards for S4 in Maths. 	<ul style="list-style-type: none"> • Continue to develop the use of Seemis interventions as part of a cross faculty process. Continue as a priority for next session. • Enhance the moderation partnerships and build on the relationships with partner schools. • Further developed the courses focusing on transition from BGE to Senior Phase, to better prepare S3 students from the Senior Phase. • Further enhance the S3 curriculum. • Further develop learner conversations and the use of SET to support tracking and target setting. • Investigate alternative SP courses such as fit for life course in PE and the Wellbeing award.

<p>HGIOS?4 2.3, 1.2, 1.4, 1.5, 3.2</p>	<ul style="list-style-type: none"> • STEM promoted through Science, YSLP continued and Nutfield research placement offered to students. • Development on BGE homework challenge grid linked with MS Teams. Some faculties identified a digital champion focusing on developing the use of technology in learning and teaching. • PT Math's & Digital Learning updated the whole school approach to digital literacy • PT PEF Literacy, Numeracy and Wellbeing introduced, analysis of data and set targets. Numeracy and Literacy "snugs" created and linked to PEF and COVID recovery programme. • Targeted Literacy period each week in English to develop and strengthen reading, writing, talking and listening. • Lexia programme investigated for literacy development. • PE Cycle of Analysis application introduced to enhance wellbeing • Acting DHT PEF/COVID Recovery post introduced 	<ul style="list-style-type: none"> • Continue with Young Stem Leaders Award SCQF level 5 • Continue to develop the use of MS teams for homework and extension. • Digital literacy to be part of the SIP next session. S1/S2 courses will have a period a week on Digital Literacy. • Develop the use of the LIT/NUM snugs. • Introduce Lexia next session. • Continue with acting DHT post linked to new SIP and PEF.
<p>School Priority 2 <i>To enhance the wellbeing of our young people by creating a positive school ethos and promoting a culture of 'CARE', and to continue to ensure that our learning environment secures inclusion and delivers high quality interventions for equity.</i></p> <p>NIF Priority Improvement in attainment, particularly in literacy and numeracy; Improvement in children and young people's health and wellbeing; Improvement in employability skills and sustained, positive school leaver destinations for all young people</p> <p>NIF Driver School Leadership, Teacher Professionalism, School</p>	<ul style="list-style-type: none"> • CARE values at the heart of all assemblies and pupil briefing. • New school website to promote the school ethos and [share communication. • Merit/demerits system re-evaluated, due to assemblies not taking place until term 3 this was limited. Faculty focus on a consistent approach to merits/demerits. • Updated Relationship Policy developed. • In the final team PTS developed a new approach to merits with a focus on strengthening house identify. • Praise postcards used with both students and staff. • A number of staff attended training on restorative practices. • INSET input from Care vision on restorative practice and trauma informed practice. • Matrix of needs developed for all year groups to develop a shared understanding of the needs of each individual young person receiving support. • UNCRC introduced at SET and Pupil Council. Rights & Respecting Schools. • MVP programme set up and training provided for S4/5 pupils. • Enrolled in the LGBT charter and a Pupil Equality Group set up. • School holiday inclusion programme developed for targeted students. 	<ul style="list-style-type: none"> • Further develop the school website, social media and app. • Monthly praise assemblies led by PTS developed. • Re-launch relationship policy at Aug inset. • Launch new merit system with students at house assemblies • Continue with praise postcards. • Matrix of needs to be used monthly at the PTC and PTS meeting at SET and shared with all staff. • UNCRC further developed through SET and PTS assemblies. • MVP mentors will deliver input during SET to S1-S4. • Further embed the LGBT charter into the curriculum. • S6 leadership programme developed through SET.

<p>Improvement, Parental Engagement</p> <p>HGIOS?4 2.2, 2.3,2.4, 2.6, 2.7,</p>	<ul style="list-style-type: none"> • PEF Equity role continued; targeted interventions linked to matrix of needs. • Set programme re-developed to respond to COVID and the needs of the young people, Study skills, exam preparation, dealing with anxiety and stress became core elements of the programme. • S4-S6 SET programme post December focused on dealing with qualification and SQA anxiety and preparations for formal assessments in April/May. • Targeted workshops for all year groups from Live n Learn. • Use of Scotland Learns Education Scotland resource • PSE / SET lesson covering smoking; sexual health; risky behaviour; Covid; volunteering; puberty; politics. • Lunchtime Drop Ins session with youth Services (Tuesday & Thursdays) • Wider Achievement – Princes Trust Programme & Douglas Park Path Project. • S1 Health & Wellbeing Day which link in with our CARE vision. • Duke of Edinburgh’s Award with a smaller group due to COVID. • Afterschool Art Group (April & May) offered to S1-S3 young people. • Dumfries House Away Days – STEM, environmental, search & rescue, team building etc • Primary 7 Transition – Machars Schools (Tuesday evenings in school) • DG Youth Council Elections • Mental health in Schools Project – 2 days per week (1:1’s) 	<ul style="list-style-type: none"> • Continue with PEF Equity post and link to positive leavers destinations. • Continue developing the SET programme to respond to the needs of the young people. • Link the Scotland Learns resource to all faculties. • Continue with lunch time drop-in sessions with Youth Services, the Youth base has been re-located and refurbished to a more central location for pupils. • Expand the offer for Duke of Edinburgh Award. • Continue with the additional 2 days of Youth Services to allow the projects started in session 2022 to continue.
<p>2.1.1 Report on the impact of PEF <i>(Not required for ELC if PEF has not been used for children in the nursery.)</i></p> <ul style="list-style-type: none"> • Comment specifically on how PEF is making a difference / closing the attainment gap for identified cohorts of children / young people? • How rigorous is the school’s approach to providing robust evidence of closing the attainment gap? 	<p><i>(Include evaluative statements about how PEF has been used flexibly to meet needs of children / young people / families.)</i></p> <p>Our focus has always been on closing the poverty related attainment gap through both targeted and universal support which are tailored to the needs of each young person, these have had measurable outcomes. The PEF allocations and investment in securing the foundations for significant progress and sense for all related to Employability, COVID Recovery, Pupil Voice, Resilience, Wider Achievement, Growth Mindset, Developing the Young Workforce. These foundations have been put in place and this has meant the focus this session the was on Health and Wellbeing to allow for improvement in Literacy and Numeracy to close the poverty related attainment gap. A continuing focus on understanding and analysis of data linked to key projects for equity. COVID19 meant that we had to change the focus of our PEF plan to help with the</p>	

- How well are you removing barriers to learning and ensuring equity for all?

recovery process and adapt to the challenges faced with loss of face-to-face teaching, pupil engagement and the issues with meeting with parents and carers. Using digital technology to engage with families has had limited success, however, as we moved to returning to meeting with parents within school and developing a partnership approach the better the successes. The acting DHT PEF was given the responsibility for identifying targeted groups based on FSM and developed interventions to support these young people as well as developing universal support such as the development of SET (Student Enhancement Time) to incorporate mental health and wellbeing whilst working more fully with NHS and Youth Services colleagues on tailored programmes of support. Developing pupil's resilience was identified as a key support, to provide young people with the tools to overcome challenges. The PEF Youth worker provided both one to one support and some group work with a range of pupils. Satisfaction surveys from these young people have been extremely high.

The Pupil Equity Worker offers one to one support to vulnerable young people and track their developed through the intervention programme. This role has played a fundamental part in support both young people and families, sharing data with school staff and developing tailored made programmes of support to young people. We saw the need to develop a more robust approach to gathering evidence of closing the gap therefore regular analysis of whole school data for the pupils that attract PEF funding has been put in place, DHT PEF carried out an analysis of a range of data on performance and produced term by term PEF tracking data. These reports showed a gradual increase in engagement, achievement, and attainment. COVID and recovery have become a crucial factor to consider as it placed even more barrier for some young people, therefore, understanding the barriers to learning and providing strategies that work very well for pupils and these have been supported by the positive relationships that have developed between the Pupil Equity worker and the young people.

Collaboration between Pupil Support, Supporting Learners and Youth Services colleagues has been essential and resulted in significant improvement in the keys measures for closing the poverty related attainment gap. This partnership approach has been facilitated through regular inclusion meetings, where the support plans for individuals are discussed and evaluated.

Due to data security restrictions, we have not been able to share the matrix of needs with all staff this session, but this will be resolved from session 2022/2023 and become part of the support offer for young people allowing all staff to be informed of the needs and the action planning for young people.

Youth services support has provided an breakfast club on a weekly basis, friendship group targeted at S2, ASN group focusing on risky behaviour's delivered via workshops, a confidence group targeted at BGE young people, and individual support bases on needs identified through the matrix of needs.

2.2 Summary of Key Strengths and Areas for Improvement <i>(What is our capacity for continuous improvement?) In giving an evaluation against the HGIOS? 4 /HGIOELC? six-point scale (Column 4), consideration should be given to impact of COVID-19 on the school's strengths and areas for improvement.</i>			
<i>Refer to HGIOS? 4 / HGIOELC? Quality Indicators relevant to your school's context in making comment.</i>			
Quality Indicator	How well are you doing? What's working well for your learners? <i>(Include evidence of impact.)</i>	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
1.3 Leadership of Change <ul style="list-style-type: none"> <i>Developing a shared vision, values and aims relevant to the school and its community</i> <i>Strategic planning for continuous improvement</i> <i>Implementing improvement and change.</i> 	<p>The challenges that COVID provided meant that our approach to change had to adapt to the restrictions, which meant that groups could not meet face to face and MS Teams became the main platform. However even with these restrictions colleagues still embraced the continued focus on our key areas of development, our relationship policy, curriculum, pastoral, and authority projects.</p> <p>Pupils, parents, partners, and staff are all involved in the creation and ongoing review of the vision, aims and values of the school.</p> <p>Collaborative approach to self-evaluation through shared key targets on department improvement plans.</p> <p>The removal of whole school meetings and a department led meetings instead has developed the leadership approach of the middle leaders. Principal Teachers have taken on more responsibility for the direction of change, promoting collaborative practices via Teams. Staff at all levels take responsibility for implementing change and promoting equality and social justice across all their work.</p> <p>In the final term when many COVID restrictions had been lifted a number of working groups and projects met, evaluated and created next step action plans. In a session with so many challenges p-resented by COVID colleagues still</p>	<p>Due to COVID19 several groups did not manage to complete their action plan, this will be carried forward into the new session if the outcomes are not completed by June 2021.</p> <p>Many groups moved to on-line meetings but could not implement their objectives due to COVID19.</p> <p>Pupils need to be supported more to understand the vision aims and values through the four contexts for learning. This will be enabled through the further development of our SET time and student leadership with S6 pupils involved more in the delivery of SET to other year groups. The new Pupil Council will have a remit to develop pupil voice and develop of UNCRC and the Rights respecting Schools Award. This will be a priority in our new SIP.</p> <p>Practitioners need to have systematic opportunities to review and refresh their pedagogical practice.</p> <p>Our approaches to planning for continuous improvement needs to become more effective to ensure a continued focus on improvements in outcomes for learners.</p>	4

2.2 Summary of Key Strengths and Areas for Improvement

(What is our capacity for continuous improvement?) In giving an evaluation against the HGIOS? 4 /HGIOELC? six-point scale (Column 4), consideration should be given to impact of COVID-19 on the school’s strengths and areas for improvement.

Refer to HGIOS? 4 / HGIOELC? Quality Indicators relevant to your school’s context in making comment.

Quality Indicator	How well are you doing? What’s working well for your learners? <i>(Include evidence of impact.)</i>	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
	managed to fulfill a large majority of both the faculty and School Improvement priorities.		
<p>2.3 Learning, Teaching and Assessment</p> <ul style="list-style-type: none"> • <i>Learning and engagement</i> • <i>Quality of teaching</i> • <i>Effective use of assessment</i> • <i>Planning, tracking and monitoring.</i> 	<p>The return this session to face to face teaching has had a positive impact on the pupil’s learning experiences were appropriately challenging and enjoyable and well matched to their needs and interests. Part of our focus has been to increase engagement, identifying those that had struggled with remote learning and creating a range of stimulating lessons that involved a mixture of learning styles with small group work and targeted interventions</p> <p>We continued on our improvement journey and made great progress in a multiplicity of areas. We are proud of our school community and its capacity to show great resilience in times of significant challenge. We are one team working collaboratively in order to get it right for every young person.</p> <p>The learning environment is built on positive, nurturing and appropriately challenging relationships, classrooms observation could not take place until the final term, PTC observations have shown that the learning environment is supportive, and that pupil’s receive high-quality feedback and have an accurate understanding of their progress in learning and what they need to do to improve. Pupils exercise choice, including the appropriate use of digital technology, especially their understanding and use of MS Teams to support their learning, and take</p>	<p>Questioning strategies that enhance the pupils’ experience need to be developed more. Learner experience evaluations continue to reflect this. Need to develop the way we apply the principles of planning, observation, assessment, recording and reporting as an integral feature of learning and teaching.</p> <p>Further develop how we involve pupils and parents in planning and evaluating learning, feedback from reporting highlights an issue. Next session with all parent meetings being face to face this should become part of the conversation.</p> <p>Encourage pupils to engage in self- and peer-assessment to improve their learning, SQA assessment arrangement have been modified and this will continue next session, faculties will continue to develop their approaches to assessment following these updated guidelines. Principal Teacher Curriculum will lead on this and work in partnership with each other ensure consistency across faculties with assessment.</p> <p>Planning, tracking, and monitoring is priority 1 of the new School Improvement Plan. Focus on consistency and a shared understanding, linking curricular interventions with assessment data and tracking.</p>	4

2.2 Summary of Key Strengths and Areas for Improvement

(What is our capacity for continuous improvement?) In giving an evaluation against the HGIOS? 4 /HGIOELC? six-point scale (Column 4), consideration should be given to impact of COVID-19 on the school's strengths and areas for improvement.

Refer to HGIOS? 4 / HGIOELC? Quality Indicators relevant to your school's context in making comment.

Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
	increasing responsibility as they become more independent in their learning.		
3.1 Ensuring wellbeing, equality and inclusion <ul style="list-style-type: none"> • Wellbeing • Fulfilment of statutory duties • Inclusion and equality 	<p>We have a shared understanding of wellbeing and in the dignity and worth of every individual. Part of our plan for COVID recovery is a focus on resilience and wellbeing, this is through our Positive Relationships policy and building on resilience has become part of our approach to pupil wellbeing, both during face-to-face teaching and remote learning.</p> <p>Staff have created an environment where children and young people feel listened to and are secure in their ability to discuss personal and sensitive aspects of their lives because they feel cared about. The developed of our PSE entitlement being delivered through SET (Student Enhancement Time) has provided staff with the opportunity to engage in dialogue around training and we have provided extensive in-house training, in particular this session on trauma informed practice and restorative practices.</p> <p>All staff engage in regular professional learning to ensure they are fully up to date with local, national and, where appropriate, international legislation affecting the rights, wellbeing and inclusion of all children and young people.</p>	<p>A key focus in our plans for COVID recovery is the wellbeing of both young people and staff. Providing opportunities for all stakeholders to be involved in the discussion on wellbeing and the initiatives that we are developing. We will continue to develop our understanding of our roles and responsibilities in supporting learners' health and wellbeing, this has been introduced through the introduction of SET (Student Enhancement Time) all staff delivering this course each day with a focus on HWB and inclusion. PSHE and RE delivered to all years group each week next session, but more work is required to ensure consistency across the school.</p> <p>Need to be able to demonstrate improved attainment for groups and individuals facing barriers to learning, including poverty and COVIS recovery.</p> <p>Introduction of "linked lessons" in the BGE will focus on wellbeing and COVID recovery. This will be led by the English & Drama faculty but incorporate a team of colleagues from all faculties, to deliver this approach to IDL.</p>	4

2.2 Summary of Key Strengths and Areas for Improvement

(What is our capacity for continuous improvement?) In giving an evaluation against the HGIOS? 4 /HGIOELC? six-point scale (Column 4), consideration should be given to impact of COVID-19 on the school's strengths and areas for improvement.

Refer to HGIOS? 4 / HGIOELC? Quality Indicators relevant to your school's context in making comment.

Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
<p>3.2 Raising attainment and achievement</p> <ul style="list-style-type: none"> • <i>Attainment in literacy and numeracy</i> • <i>Attainment over time</i> • <i>Overall quality of learners' achievement</i> • <i>Equity for all learners</i> 	<p>Attainment in Literacy and Numeracy has been a key focus this session, Two PEF funded Principal Teacher posts were developed with this remit, this also links in with our COVID recovery plan. All facilities identified areas in their Improvement Plan that would have an impact on both Literacy and Numeracy, however due to COVID related staff absence a number of projects couldn't be completed, these will be carried forward into the new session.</p> <p>Attainment data is based on teachers' professional judgements. This is supported by a range of standardised assessments, moderation, and on-going professional dialogue with promoted staff. In the senior phase, the changes that SQA have introduced due to COVID has facilitated colleagues being able to look at assessment and evidence gathering linked to reporting in a different way.</p> <p>Regular tracking meetings have a clear focus on individual children's progress over time using a range of evidence including standardised test results.</p> <p>Moderation usually takes place across the school and staff make good use of the National</p>	<p>Over the last two years we have been making better use of our tracking data, to improve attainment we need to develop our approaches to using evidence from tracking meetings, professional dialogue, and assessments to measure progress over time and at points of transition. The shared approach to focus on tracking engagement and using the data to directly build in key interventions for young people has shown that we are able to track and interact in a much quicker and more meaningful way, using electronic communication as a key tool. The introduction of Seemis interventions this session has enabled us to share information with parents and young people on a more frequent basis.</p> <p>However, tracking of Literacy and Numeracy across the school needs to become more consistent, example of good practice needs to be shared across the faculties, this was seen very clearly in the moderation exercises with other schools.</p> <p>A robust tracking system together with effective interventions needs to be further developed to ensure continuous progress for learners across</p>	3

2.2 Summary of Key Strengths and Areas for Improvement

(What is our capacity for continuous improvement?) In giving an evaluation against the HGIOS? 4 /HGIOELC? six-point scale (Column 4), consideration should be given to impact of COVID-19 on the school's strengths and areas for improvement.

Refer to HGIOS? 4 / HGIOELC? Quality Indicators relevant to your school's context in making comment.

Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
	<p>Benchmarks to support their understanding of standards. Again, this session moderation in the senior phase was with other schools, this has provided a valuable partnership that we want to continue as we can share best practice and learn from our colleagues out with the school.</p>	<p>the curriculum and at all phases in their education, including points of transition. Our next step now that the new tracking process has been introduced is ensuring that interventions are used appropriately, and young people are involved with their families in discussions and action plans.</p>	
<p>2.2 Curriculum: Theme 3 Learning Pathways</p>	<p>Working with parents, youth people and colleagues on our rationale, design, and ongoing development of the curriculum, this session we worked on preparing young people in the BGE to select 7 qualifications in S4 as this was an area that all stakeholders had commented on was a need to help widen learning pathways. Due to COVID we could not meet with parents in person, but we offered on-line Q&A sessions for parents and focus groups to gather views and involve parents in the curriculum design process. We ensure young people have access to high quality learning in all curriculum areas and through outdoor learning, which has become a large part of our final term this session and planning for recovery. Building on from our sustainability IDL projects, S2 pupils enjoyed a outdoor learning opportunity with a beach clean event. The curriculum provides flexible learning pathways, which lead to raising attainment through meeting the needs and aspirations of all our pupils.</p>	<p>Enhancing the link and transition between the BGE and senior phase will continue to be a priority next session, with young people involved in planning and identifying opportunities for personalization and choice. Courses in S3 need to match more with courses in the senior phase to allow for a more streamline transition to the senior phase. We need to be developing our understanding of the planning for progression in young people's learning is in place for the four contexts and shows how knowledge, understanding and skills are built over time. Further developed of the senior phase offer is needed, next session we are offering a range of NPA's which are on-line delivery. The update of the SWEIC offer was very low but with an increased offer next session we have a much larger number of young people studying both Higher's and Advanced Higher's through the SWEIC virtual campus.</p>	
<p>2.7 Partnerships – Theme 3: Impact on Learners</p>			

2.2 Summary of Key Strengths and Areas for Improvement

(What is our capacity for continuous improvement?) In giving an evaluation against the HGIOS? 4 /HGIOELC? six-point scale (Column 4), consideration should be given to impact of COVID-19 on the school's strengths and areas for improvement.

Refer to HGIOS? 4 / HGIOELC? Quality Indicators relevant to your school's context in making comment.

Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
<p>The impact of parental involvement on improving children and young people's learning.</p>	<p>We consistently involve parents in shaping policy and services to improve impacts. Due to COVID we were unable to meet with parents face to face but utilized on-line alternatives and developed an approach to share information with parents through ICT systems. Our use of on-line meeting platforms was used in large number by families. Parent consultations were telephone conversations until the final term, in April and May we managed to have face to face parent meetings, and both staff and parents valued this, something we all had missed during COVID. Developing the Young Workforce and STEM projects have provided opportunities for our pupils to take part in events and field trips in the final term.</p> <p>Again, due to COVID we had very limited work experience placements but S1-S3 had the opportunity in June to attend a D&G DYW event focusing on employability skills.</p>	<p>We will continue to use on-line meeting platforms along with traditional parent meetings to connect with families. This mix also for more parents to have a say and be involved in future planning. Continue to work with partners, need to review work experience considering COVID and for catch up for those young people now in the senior phase that did not get a work placement. A number of S4 pupils that were not sitting SQA exams did complete an extended work placement.</p> <p>Through effective partnership working we can improve our learning provision and secure positive impacts for young people and families in our community.</p> <p>Continue to use the SWEIC offer to build positive partnerships across the local authorities.</p>	

3. SCHOOL IMPROVEMENT PLAN 2022 – 2023 *(Limit the number of priorities to ensure they are manageable and achievable.)*

Clearly identify within your School Improvement Plan where you are using Pupil Equity Funding to improve outcomes for learners.

The 'Planned Management of Improvement Area' (Column 4) should indicate lead person/s, resources, time allocations; for example, collegiate sessions. Consideration should be given to how bureaucracy will be reduced and workload managed with the school's 35-hrs Working Time Agreement.

Improvement Area	How are you using pupil equity funding to improve outcomes for learners?		
	Outcomes for Learners / School Community	Key Tasks	Planned Management of Improvement Area (Include: Responsible/Lead Person, Time Allocations, Funding – including PEF and Expected Completion Date.)
<p>School Priority 1 Improvement in attainment: Further enhance our use of Monitoring, tracking and Interventions to impact positively on levels of attainment & achievement, particularly in Literacy, Numeracy and Wellbeing.</p> <p>NIF Priority Improvement in attainment, particularly in literacy and numeracy; Closing the attainment gap between the most and least disadvantaged children</p> <p>NIF Driver School Leadership, Teacher Professionalism, School Improvement</p> <p>HGIOS?4 2.3, 1.2, 1.4, 1.5, 3.2</p>	<p>Shared understanding of monitoring and tracking leading to a more consistent approach adopted across all faculties to improve support for young people.</p> <p>Literacy and Numeracy and end of S3 levels for all subjects will be in line with transition to senior phase</p> <p>ELT further develop the use of CAT testing data to inform and support raising attainment with targeted pupils in S1</p>	<p>A more streamline approach to the pupil experience from option choice, tracking, interventions and course progression.</p> <p>Intervention letters give advice to young person and parents issued by each class teacher, linked to learning conversations</p> <p>WTA and Quality Assurance processes reviewed to offer staff training, moderation support and learner conversations.</p> <p>Data shared with all staff at regular interval on school calendar by PTC Literacy & Numeracy</p> <p>Ensure we use effective tracking and monitoring and target-setting in order that there is clear information on attainment across all subjects Monitoring and Reporting system from S1-S6 to better track and intervene to improve learner attainment</p>	<p>August INSET focus on SIP. Aug-onwards PTC lead with Faculty ELT produce a simplified explanation of tracking and support for parents linked to each tracking period.</p> <p>PTC monitor Interventions Aug onwards Reviewed at ELT twice a term</p> <p>Literacy Nook and Numeracy hub groups identified for use to support attainment. PEF funded posts Aug – onwards £2000</p> <p>PTC lead at DM and Whole School Activities sessions</p> <p>A focus at each ELT meeting DHT BGE/SP creates tracking reports DHT Wellbeing link to PEF interventions Aug – onwards £30000</p>

		<p>All staff review BGE levels at key points on the QA calendar, linked to SNSA data.</p> <p>Use of data reviewed by each faculty to inform an action plan</p> <p>Risk matrix used by all facilities and a focus at departmental meetings to share data and linked to learning conversations.</p>	<p>PTC Literacy/Numeracy and PT Development responsible - ongoing</p> <p>Training on Risk matrix Aug inset and at each DM. PEF funded post £25000</p>
	<p>Further development of the SET curriculum to support attainment and achievement, Young people to be more involved in their attainment conversation, taking responsibility for learning. Use of CARE and the Pillars for CfE to enhance and support raising attainment</p>	<p>S3 formal assessments period utilized by all facilities.</p> <p>SET curriculum reviewed and re-developed.</p> <p>Relationship data including Merits/Demerits, interventions and Referrals reviewed by SET teacher on a monthly basis</p> <p>PTS and PTC meet weekly to discuss risk matrix and next steps.</p> <p>Introduce new pupil planners</p>	<p>PTC develop Assessment Calendar – Nov 2022</p> <p>PTS Aug - onwards</p> <p>Re-launch relationships policy Aug inset</p> <p>SET teacher Monthly review</p> <p>PTC and PTS Aug -onwards</p>
<p>School Priority 2 To further support the mental, social, emotional and physical wellbeing of all children, families and staff as part of our approach to COVID recovery</p> <p>NIF Priority Improvement in children and young people's health and wellbeing</p> <p>NIF Driver School leadership, Teacher professionalism, Parental engagement Placing the human rights and needs of every child and young person at the centre of education</p>	<p>Outcome</p> <p>Family learning opportunities and events to encourage families back into the building and development relationships</p> <p>Learning walks in trio partnerships with a focus on mindfulness buddies/champions</p> <p>All staff given opportunities for leadership in their own practice and planning for change, corporate responsibility to lead change</p> <p>Focus on CARE values and supporting wellbeing of all in line with the Morgan report</p>	<p>Key Tasks</p> <p>Voluntary faculty showcase events, School fete and term events, linked to centenary celebrations</p> <p>PTC lead the learning walks partnership programme</p> <p>ELT standard item to discuss wellbeing, review ways to praise and support colleagues' wellbeing</p> <p>SLT weekly drop-in session to continue</p>	<p>Planned Management of Improvement Area</p> <p>PTC lead these events - Aug ongoing £1000</p> <p>DHT Wellbeing and recovery to lead DHT Wellbeing and recovery working group – staff wellbeing champions £4000</p> <p>ELT Meetings as school calendar</p> <p>SLT weekly Tuesday drop ins</p>

<p>HGIOS?4 Qis 3.1, 3.3, 1.4,1.5, 2.1, 2.2, 2.3, 2.4, 2.5</p>	<p>Focus on a get ready to learn approach – Foundations of Learning to aid recovery and improve engagement</p> <p>Supporting wellbeing through reviewing barriers to learning and attendance support, enhance primary transition earlier with transition activities being in P6, and re-focus on Better Relationships, Better Learning to embed positive relationships within wellbeing</p> <p>Consult on and renew school inclusive policies including Anti bullying Policy and Inclusion and Equality Policy</p> <p>Staff wellbeing group created to support better working</p> <p>Further develop pupil voice and identity to support wellbeing</p>	<p>Revisit and relaunch our positive relationships policy and restorative practices across the school Embed consistency of approach to 'relentless routine 'and get ready to learn approach to relationships and behaviour</p> <p>Working group to incorporate the learning week's themes.</p> <p>Recognising the time required for staff to plan and develop learning resources Directing staff towards resources and information about specific aspects of H&WB, for example promoting self-confidence, resilience and coping skills Providing opportunities for staff to share good practice focused on "time saving" or "what worked well" strategies</p> <p>Wellbeing group plan and develop resources and support for colleagues</p> <p>Develop the Senior School leadership handbook and code of conduct, re-launch the pupil council as a change makers group</p>	<p>Relationship for Learning working group – HT led Aug onwards</p> <p>HT lead working group – feedback at each Whole School Activities event</p> <p>PTS lead- Aug 2022 Departmental meeting include wellbeing on each agenda Pupil Equity post continued £25000</p> <p>Staff wellbeing group led by DHT Wellbeing & Recovery Sep 2022</p> <p>Led by K Hogg and Youth Services. PEF funded £5000</p>
<p>School Priority 3 Continued curriculum development, investigate ways to enhance the offer in light of the Ken Muir report- <i>Towards a Future Vision for Scottish Education</i></p> <p>NIF Priority Improvement in skills and sustained, positive school-leaver destinations for all young people</p>	<p>Outcome</p> <p>To review and enhance our curriculum offer with a focus on progression pathways which includes an alternative curriculum for disengaged young people</p>	<p>Key Tasks</p> <p>IDL projects in BGE with a focus on our CARE vision. Options booklets redeveloped to focus on careers/DYW and skills and Pathways S1/S2 Digital literacy course developed. MVP and DYW senior ambassadors assigned to each faculty. Increase the virtual and media curriculum offer</p>	<p>Planned Management of Improvement Area</p> <p>DHT for Wellbeing and Recovery lead working group on IDL.</p> <p>PTC review the curriculum offer PEF proposals link with MVP and Digital literacy</p>

<p>Improvement in attainment, particularly in literacy and numeracy.</p> <p>NIF Driver School leadership Teacher and practitioner professionalism Parent/carer involvement and engagement Curriculum and assessment Performance information</p> <p>HGIOS?4 Qis 1.1, 1.2,1.3, 1.4, 1.5, 2.2, 2.3, 2.4, 2.5</p>	<p>Revisit curriculum pathways to ensure we maximise attainment for the 20% most disadvantaged</p> <p>Using <i>the Towards a Future Vision for Scottish Education</i> document to audit our curriculum to ensure that Skills for learning, life and work embedded into curriculum</p> <p>The promise Plan 21-24: Right to an education Plan is adopted across all faculties</p> <p>Making the links between the UNCRC, Morgan Review and The Promise linked the Support learners review.</p>	<p>Faculties will consider the full range of qualifications within the SCQF in order to maximise the attainment and achievement of young people, especially lateral pathways. Key word display for literacy across the curriculum</p> <p>PTC work with the skills progression framework to embed this into each faculty</p> <p>Building Futures Galloway pilot project</p> <p>Working group set up to review the Promise guidance and support faculties with meeting the priorities of The Promise: Care experienced children and young people will receive all they need to thrive at DEHS. There will be no barriers to their engagement with education and DEHS will know and cherish their care experienced pupils. Care experienced young people will be actively participating in all subjects and extracurricular activities in DEHS The formal and informal exclusion of care experienced children from education will end. DEHS will support and ensure care experienced young people go on to genuinely positive destinations, such as further education or employment</p>	<p>PEF funded post lead on this across faculties PTC group and ELT</p> <p>PT English lead</p> <p>PTC group lead Sept - onwards</p> <p>PT English lead with PT DYW</p> <p>PTS lead with HT Oct 2022 onwards PEF funded £5000</p> <p>PT Supporting Learners led Aug – onwards linked to PEF funding £2000</p>
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