

## Education and Learning Directorate

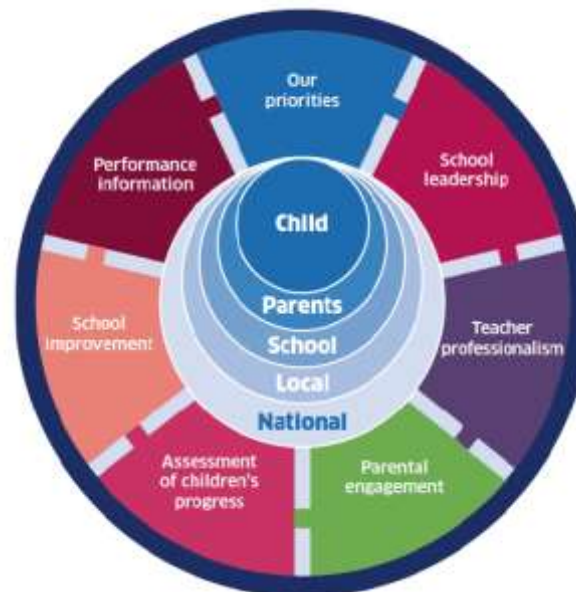
### School / ELC Improvement Progress Reporting and Planning Return to Education and Learning

(2022 - 2023)

School: Castle Douglas High School

May 2022

Date:



## 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, Values and Aims

### School Statement

At Castle Douglas High School we aim to equip all young people with the skills, knowledge, values and attitudes to lead a happy and fulfilling life and to make a meaningful contribution to society. At the centre of this vision is a commitment to ensuring that our young people have the ambition and self-belief to set themselves the highest possible goals that will maximize their individual attainment and achievement.

As a learning community we want Castle Douglas High School to thrive as an ambitious, vibrant and caring community of learners and responsible citizens always working in partnership with others to improve, and to meet the needs of every learner, where resources, knowledge and skills are shared and used wisely, and achievements are shared and celebrated.

The school's values underpin the day-to-day work of the school and all staff and students use these to build positive working relationships within the school and community. The young people in our school were involved in the decision-making process for our values: linking them to the initial letters of the school name, our values are "Compassion", "Determination", "Honesty" and "Self-belief". Underpinning these values are "Respect" and "Resilience".

All students have equal opportunity of access to curricular and extra-curricular provision. The pupil support team and all staff ensure that the needs of students are being identified, supported and shared with all staff.

Through the Developing Young Workforce, highlighting of skills and specific skills based courses, all pupils are provided with learning and teaching opportunities that are specifically tailored to improving their chances of being able to leave school into a positive destination either here in their local community or beyond.

Parents/carers are encouraged to be engaged in supporting their child in their education and are provided with regular high quality information about their child that helps them to be able to successfully fulfil that active role. The parent council is active and supportive of the school and all parents are encouraged to be involved in the work of the parent council.

Pupil voice provides important opportunities for young people to shape the progress and direction in which the school is travelling. Young people have elected members from each year group to be their student representatives on pupil voice committees.

**Review Date:**

**Review Activities (as appropriate)**

School staff have had the opportunity to review this section on Vision, Values and Aims in session 2021\_22. Staff feedback has shaped the content of this section. Pupils and parents also had the opportunity to review the Vision, Values and Aims for the school.

The vision values and aims are reviewed annually by all stakeholders. Pupils via their pupil council representatives and parents via the parent council.

*Schools should evidence how all of their stakeholders; parents, learners, staff and partners are closely involved in creating and reviewing the Vision, Values and Aims. (If these have not been recently reviewed, please indicate likely review date).*

## 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) 4 key priorities and the 6 NIF drivers.*

### 2.1 Progress against Previous Year's School Improvement Priorities

Area for Improvement	Progress and Impact on: <b>Learners' successes and achievements</b> <b>The school community's successes and achievements - as appropriate (Include evidence of impact.)</b>	Next Steps (Looking Forwards)
<p><b>School Priority 1:</b></p> <p><b>Tracking and Monitoring across the school</b></p> <p><b>NIF Priority</b></p> <p><b>Closing the attainment gap between the most and the least disadvantaged children.</b></p> <p><b>NIF Driver</b></p> <p><b>Assessment of children's progress.</b></p> <p><b>HGIOS 4 QIs:</b> 1.2, 1.3 2.3, 2.4, 3.1, 3.2</p>	<p>Good progress has been made improving learning conversations across all curricular areas. Covid-19 and lockdown had interrupted face-to-face conversations with teachers having to be innovative in the ways they were keeping young people informed about progress. This session there has been more opportunity to have conversations with young people and discuss next steps with them. The need to wear face coverings at all times did not help the process of learning conversation. The lack of parent evening opportunity has continued to interrupt some of the impact of learning conversations. Some faculties have incorporated feedback sheets with a 'growth mind-set' focus to ensure pupils know the steps they need to take to progress to the next level or within a level and as a tracking and monitoring tool in subject.</p> <p>Lockdown has been a catalyst for some young people to take more responsibility for their learning and this aspect of pupil engagement has been one of the unintended positive consequences of lockdown. In some faculties this has been an opportunity to look at planning of units of work, placing the moderation cycle at the center of the process.</p>	<p>School Priority 1 will be carried forward to session 2022-23 to allow faculties to reflect on improvements made, and to plan further improvement, hopefully under normal school circumstances.</p> <p>The emphasis will continue to be on ensuring that all teachers conduct learning conversations across all curricular areas; that young people use tracking booklets more consistently to deepen their understanding of themselves as learners; that any barriers to learning are addressed, that the tracking booklets provide additional information to parents about progress. As covid restrictions are lifted we will aim to see the impact of learning conversations, M&amp;T reports and parent evenings as a package of pupil progress information.</p> <p>As we progress our learning and implementation of Nurture principle 1 and look ahead to meeting the demands of reports such as Morgon and the Promise, all subject areas will continue to focus learning and teaching improvement on meeting the needs of every young person. Subject areas will continue to encourage young people to take more responsibility for their own learning, and will improve sharing success criteria and communicating what success looks like. All faculty areas will look at pathways within their subjects to ensure that there is an appropriate pathway available for every learner.</p>

<p><b>School Priority 2:</b></p> <p><b>Quality Assurance, Self-Evaluation</b></p> <p><b>NIF Priority</b></p> <p>Improvement in attainment, particularly literacy and numeracy.</p> <p><b>NIF Driver</b> School leadership/school improvement</p> <p><b>HGIOS 4 QIs:</b> 1.1, 1.2, 1.3, 1.4, 1.5 2.1, 2.2, 2.3,2.4, 2.5, 2.6, 2.7 3.1, 3.2, 3.3</p>	<p>A learning and teaching policy developed across the Castle Douglas and Dalry Partnership is complete. Young people, parents and school staff all contributed to the development of this policy. Through this policy development clear messages about what stakeholders at CDHS/Dalry Secondary School consider make a good lesson, a good teacher and a good learning environment have been shared.</p> <p>Across the Partnership, we have also created a learning and teaching observation policy. The intended outcome of these policies will be to promote consistency of experience for all young people. No further work has been done regarding LA proposed changes to the structure of the school day and school timetable alignment. However, senior pupils are benefitting from the initial alignment work done to improve the ability for schools to work collaboratively and to widen the senior phase curricular offer via D&amp;G college and via the on line AH offer.</p>	<p>School Priority 2 will be carried forward to session 2022-23 with a programmed opportunity to implement and test our learning and teaching policy aims using classroom observation.</p> <p>The potential of these policies will be to help us to develop a better overview of practice across the school and lead, over time, to more consistent high-quality practice that will raise attainment.</p> <p>Pupils, parents and staff will be kept informed about developments around structure of the school day and school timetable alignment in preparation for option choice in February 2023.</p> <p>School will also keep parents and pupils informed around the proposed change to the contact time for teachers, which is part of the Scot Gov commitment. This is a national commitment and will benefit from analysis at national level. However, locally there will be implications for every school.</p>
<p><b>School Priority 3:</b></p> <p><b>Tracking and Monitoring in the BGE and Health &amp; Wellbeing</b></p> <p><b>NIF Priority</b></p> <p>Closing the attainment gap between the most and the least disadvantaged children.</p> <p><b>NIF Driver</b></p> <p>Assessment of children's progress.</p> <p><b>HGIOS 4 QIs:</b> 1.2, 1.3 2.3, 2.4, 3.1, 3.2</p>	<p>An unintended consequence of lockdown has been that teacher's confidence in applying national standards and engaging fully with different types of moderation has improved. These activities have been mainly aimed at the senior phase and National Qualifications. Teachers and young people have become very skilled at using Teams to support learning, to access missed lessons or to access revision materials to improve subject understanding.</p> <p>The audit of Nurture Principle 2 demonstrated our collective understanding of the school and classroom as a safe place for our young people. The impact of this learning can be seen in how well young people have reengaged with in school learning. The audit also demonstrated our readiness and willingness to progress our professional learning to Nurture principle 1. The January INSET on Nurture Principle 1 was well received and almost all teachers found the professional learning to be accessible and relatable to the needs of the young people. Teachers commented that this was an easier principle to understand as it focuses on good learning and teaching. The UNCRC, the Morgon report and The Promise also fit well with our professional learning on NP1 and our commitment to inclusion for all young people.</p> <p>Refresh of LGB charter is ongoing.</p>	<p>School Priority 3 will be carried forward to session 2022-23 as we continue to develop attainment data in the BGE that is robust and reliable in providing good recommendations for young people in terms of their learning pathways.</p> <p>All subject areas have supported young people back into learning post Covid lockdown. Looking ahead many young people will continue to require support with learning and with transition to ensure they are ready to learn. Our collective aim will be to ensure that learning progress in the BGE stays in line with national expectations and that young people preparing for SQA exams remain on track to achieve their targets.</p> <p>We will extend our professional learning around Nurture, through our commitment to ensuring young people's learning recovers from the interruptions of Covid, and as we respond to 'Morgon', 'UNCRC' and 'The Promise'. Pathways for all young people are a priority to ensure that we are an inclusive school where the full range of pupil needs are met.</p> <p>Refresh of LGBT charter will continue.</p>

**2.1.1 Report on the impact of PEF** *(Not required for ELC if PEF has not been used for children in the nursery.)*

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

*(Include evaluative statements about how PEF has been used flexibly to meet needs of children / young people / families.)*

PEF has helped us implement the plans we have in place for Nurture.

Pupils have been provided with a safe place to learn and develop, which evidence shows is having a positive effect on attendance, with school attendance for one pupil regularly using the nurture room increasing from 55.56% to 65.22%, and from 81% to 91.30% for another. The pupils also have a safe place to go at break and lunchtimes and this is being used regularly. A small but significant number of young people started at the High school from their primary setting with anxiety and trauma (ACE) that was impacting on their ability to learn and their readiness to engage in a secondary setting. These young people initially joined the school following altered timetables that involved specific input from Nurture UK trained staff. The success of this input is now evident in the way that all of these young people are now following a full mainstream timetable. Some still have specific one-to-one nurture input but all are achieving success in their mainstream classes. Success in the mainstream classes is being supported by the professional learning that all staff have undertaken around implementation of the principles of nurture.

PEF has helped us to support DYW work to ensure specific pupils have targeted interventions.

Employability Course

The school has continued to adapt and update areas of the Employability course, in particular the Career Pathways/ Understanding Skills and Career Stereotypes.

CDHS Leadership

Promoting the leadership opportunities within CDHS resulting in 25 students taking up leadership roles.

DYW Training / Role

Improved understanding of the DYW coordinator roles. Completed returns to central team on progress towards KPI's and the work that is being undertaken within the school.

Mock Interviews

Mock interviews took place this year in the form of on-line interviews. Partners working with the school to provide interviews conducted generic interviews and provided feedback to interviewees about their performance at interview. Partners working with the school commended our young people for the professional way they presented at interview and for the preparation they had clearly made to ensure their interview practice was successful.

PEF has helped us to coordinate the specific needs of individuals and groups of young people to support tracking of and encouragement to be involved in wider achievement.

Meetings take place with individual pupils to identify their interests in and out of school, clubs they attend, their strengths and those areas where they feel they could develop. These discussions help us to gather information related to pupil health and wellbeing, literacy and numeracy and to support feedback received from pupils and parents regarding specific target areas where the school could support the young person's development, particularly considering possible career paths. We make use of a pro-forma to record pupil discussions adding parental input as and when received. Pro-forma information is uploaded to confidential information to make accessing pupil information easier for the whole school.

Through gathering as much information regarding pupils, their interests and strengths and possible career paths and sharing this with all school staff helps us to tailor support to each individual. Career information gathered is particularly

useful as it is shared with the DYW coordinator who can then tailor employability support. Knowing more about the specific interests of each young person also allows us to encourage their participation in the wider opportunities that the school offers. While Covid-19 has had an impact on extracurricular activities as we move out of the pandemic restrictions we intend to use our knowledge of each young person to encourage their participation.

PEF is being used to equip classrooms with basic equipment ensuring all lessons can be accessed by all pupils and that there are no barriers to access a lesson due to lack of basic equipment. Referrals from teachers about young people not having basic classroom equipment have now fallen to zero.

PEF is used to support literacy improvement via the Accelerated Reader by improving the bank of resource. Consistent use of the Accelerated reader and supporting the refresh of library stock is having an impact on encouraging young people to enjoy reading. The accelerated reader program also provides reports for teachers that outline individual pupil progress with learning.

PEF is used to support the contextualising of learning within the Rural Skill programme. Pupils have been given the opportunity to contextualise their learning through activities in rural skills. These pupils have drawn up plans for improvements to the school environment, for improvements to the outside area of their school. These plans have been costed by the young people and bids for financial support drawn up so that they can put their plans into action. The impact is clear around the pupil outdoor social areas which are well used during the warmer months and recently when schools had to have pupils outdoors during interval and lunch times.

PEF is used to support numeracy and literacy recovery through SUMDOG.

Use of SUMDOG and of Accelerated reader require thorough evaluation during session 2022-23.

<b>2.2 Summary of Key Strengths and Areas for Improvement</b> <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
<b>1.3 Leadership of Change</b> <ul style="list-style-type: none"> <li>• <i>Developing a shared vision, values and aims relevant to the school and its community</i></li> <li>• <i>Strategic planning for continuous improvement</i></li> <li>• <i>Implementing improvement and change.</i></li> </ul>	<p>All staff show commitment to shared educational values and professional standards, which is evident in the way staff interact with the young people. There is a positive working ethos in the school that is clearly based on our shared values. We have all been involved in professional learning around the principles of nurture. Staff have implemented change from these professional learning opportunities resulting in improved relationships with young people and improved engagement with learning in the classroom. This positive approach is also evident in the way staff work together, work with pupils, and work with parents/carers.</p> <p>At P7-S1 transition gateway meetings all P7 pupils and parents attending these meetings are introduced to our vision, values and aims. Feedback from these meetings regularly includes comment from our stakeholders of their satisfaction with these statements.</p> <p>Strong collegiate school leadership in school is promoting and sustaining an aspirational vision, which underpins our continuous improvement aims. Staff are confident to initiate well-informed change and are committed to collective responsibility in the process of change. Almost all staff have a clear understanding of the social, economic and cultural context in which our children, young people and their families live. Through effective leadership at all levels, our school community works together to turn our shared vision into a sustainable reality.</p>	<p>A number of policies have been completed and others are still under construction. Covid has interrupted the development of some policies and has interrupted the full impact of our monitoring and tracking system.</p> <p>Continue to develop approaches to planning for, assessing and checking the progress of young people across all stages.</p>	<p style="text-align: center;">4</p> <p style="text-align: center;">7</p>



	<p>A strength of the school is the way that our strategic planning for continuous improvement is a collegiate activity and draws input from staff, pupils and parents.</p> <p>Policy development has been and will continue to be an aspect of change that will impact on the school. Better relationships, better behaviour, better learning; Learning and Teaching policy; anti-bullying policy have all placed young people at the centre of what we do.</p> <p>Tracking and monitoring in both the BGE and the senior phase has improved over the last few sessions. We have a robust, systematic, whole school approach to monitoring and tracking. This work and the aims that underpin it have been recognised by Education Scotland as a positive step that, if implemented consistently across the school, will lead to further improvements for young people.</p> <p>By engaging a primary specialist, we have created a bridge between the primary and secondary experience thus helping us to meet the needs of a specific group of young people identified as not yet ready to learn in the secondary environment.</p>	<p>Post pandemic it will be good to see more of this collegiate approach as the consistency of staff working collegiately is having a positive impact on the school ethos.</p> <p>Aspects of these policies will now have to be revisited to reference the Morgan report, UNCRC and The Promise.</p> <p>Covid-19 and lockdown have compromised the impact of monitoring and tracking. As we move to more normal school sessions we will want to re-establish our M&amp;T routines to keep young people and parents fully informed about pupil progress.</p> <p>This has been a successful change that has had a very positive impact on the young people in need of this support. We hope to be able to continue to fund into future sessions as the projections from primary colleagues suggest that it will increasingly be necessary.</p>	
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<p><b>2.3 Learning, Teaching and Assessment</b></p> <ul style="list-style-type: none"> <li>• <i>Learning and engagement</i></li> <li>• <i>Quality of teaching</i></li> <li>• <i>Effective use of assessment</i></li> <li>• <i>Planning, tracking and monitoring.</i></li> </ul>	<p>There are very positive and supportive relationships between almost all staff and learners and between the school and the parent forum.</p> <p>The quality of teaching is good and is underpinned by our shared vision and values statements. Almost all teachers give clear explanations that lead to young people having a good understanding of each lesson and how to participate in the lesson activities. Where appropriate and where digital technology is available, it is used effectively. Development of a learning and teaching policy has been taking place over the last two sessions and by involving all stakeholders we have a shared understanding of what makes a good learning and teaching experience. There is a shared understanding of the purpose and importance of lesson observation, which has been developed alongside our school learning and teaching policy. Covid has prevented us from gathering evidence to support this position.</p> <p>Covid lockdown has resulted in all staff having a good understanding of the use of Teams to present and support learning within the digital environment.</p> <p>All teachers are involved in planning learning, teaching and assessment to support the needs of learners. In the BGE all teachers have engaged with the benchmarks when planning assessment and the benchmarks are supporting teacher confidence when assigning a level in the BGE. Staff have access to information that can help them to respond to the barriers to learning that young people in their classes may have.</p>	<p>Continue to follow our systematic Quality Assurance Self-Evaluation policy and procedures</p> <p>Next session one of the main QA activities will be classroom observation linked to the newly completed learning and teaching policy. This will enable us to gather evidence to demonstrate our shared understanding of a good learning and teaching experience.</p> <p>Undertake an audit of the school's readiness to apply for and work towards the Digital Schools Award Scotland.</p>	<p>4</p>
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<p><b>3.1 Ensuring wellbeing, equality and inclusion</b></p> <ul style="list-style-type: none"> <li>• <i>Wellbeing</i></li> <li>• <i>Fulfilment of statutory duties</i></li> <li>• <i>Inclusion and equality</i></li> </ul>	<p>Almost all staff know and understand GIRFEC and the indicators of well-being. Almost all staff are aware of their developing role and responsibility to support learners' health and well-being taking account of local and national documents and guidance.</p> <p>We have committed PEF to help us to engage with young people in terms of their interests and skills and to share that information with all staff.</p> <p>We know and can demonstrate that the majority of our children and young people feel safe, healthy, achieving, nurtured, active, respected, responsible and included.</p> <p>Over the last three session we have been concentrating on the nurture principles 'all behaviour is communication' and 'the school is a safe base'. Audit of staff understanding of the professional learning and implementation of the nurture principles so far has indicated clearly that we were ready to move onto the next principle 'children's learning is understood developmentally'.</p> <p>Almost all staff and partners feel valued and supported.</p> <p>We consider each child and young person, as an individual with his/her own needs risks and rights. Through leadership groups and focus groups, we have aim to ensure that young people are active participants in discussions and decisions that may affect their lives.</p> <p>We ensure inclusion and equality leads to improved outcomes for all learners. Almost all learners are included, engaged and involved in the life of the school. Almost all children and young people feel very well supported to do their best. Learners, parents and carers, staff and partners feel that they are treated with respect and in a fair and just manner.</p> <p>In response to the identified need of young people joining us from primary school who were clearly not ready to learn in the secondary environment, we employed a primary specialist. Via the primary specialist we were able to create a bridge between the primary and secondary experience thus meeting</p>	<p>Continue to build on our professional learning building on nurture principle 1 while also taking into account the needs of the Morgan report, UNCRC and The Promise.</p> <p>This has proved to be a successful model that has maintained a group of young people in school who would have been in danger of failing to cope in the secondary environment. Looking ahead to future S1 intakes it is clear that this type of provision is increasingly going</p>	<p>4</p> <p>10</p>
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	<p>the needs of a specific group of young people helping them to gradually integrate into the secondary school.</p> <p>The school has been awarded the bronze LGBT charter. This is a very positive step that highlights our commitment to equality and inclusion and we will continue to ensure that the work of the school maintains the work done to achieve the bronze charter.</p>	<p>to be required.</p> <p>Continue to refresh the work done to achieve LGBT bronze charter status and maintain the high standards of inclusion for all at CDHS.</p>	
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<p><b>3.2 Raising attainment and achievement</b></p> <ul style="list-style-type: none"> <li>• <i>Attainment in literacy and numeracy</i></li> <li>• <i>Attainment over time</i></li> <li>• <i>Overall quality of learners' achievement</i></li> <li>• <i>Equity for all learners</i></li> </ul>	<p>Overall in the BGE the majority of children achieve expected levels in literacy and numeracy. Collegiate moderation activities have been a feature of the Covid-19 pandemic and they continue to improve confidence in assigning a level for literacy, numeracy and for individual subjects. Most staff are confidently using the CfE National Benchmarks to support and increase their confidence when making professional judgements about assigning a CfE level and identifying progress in the BGE. All staff make good use of the four stages of progress when reporting progress within CfE and have made good use of the four stages of progress videos during professional learning on INSET days.</p> <p>We need to ensure that professional judgements in literacy and numeracy take account of national standards and that these are consistently applied, particularly at fourth level..</p> <p>Attainment over time for National Qualifications is strong in almost all subject areas and is highlighted in INSIGHT as significantly strong for some subjects. There are no significant issues around attainment versus deprivation for National Qualifications; INSIGHT data suggests that young people across all deciles are making good progress.</p> <p>Our learners are successful, confident, exercise responsibility and contribute to the life of the school, the wider community and as global citizens. They are personally and socially adept and have achieved a range of skills and attributes through a wide range of activities. Leadership roles are developing at all levels and are available to all young people to help them to develop a broader set of skills.</p> <p>The school is tracking participation in the wider range of experiences that the school offers and of those the young people are involved in out with school. We aim to promote equity and equality of access to the range of wider school experiences and to encourage the majority of young people to be involved in the wider life of their school. We have raised the attainment of most of our learners and in particular our most disadvantaged young people. Almost all of our learners consistently move into sustained positive destinations when they leave school.</p>	<p>Moderation should continue to be a feature of work done in every subject area at all levels of CfE and NQ. In his way we will continue to share understanding of standards, promote increased confidence in assigning a CfE level and maintain high standards of attainment in NQ.</p> <p>Each year group presents different challenges for NQ. We need to prepare for significant number of young people where their pathway in senior school is unlikely to take them beyond NQ 4. We will have to consider the curriculum we currently offer and how we can improve that curriculum offer to provide more opportunities for young people 16+ years to stay on at school.</p> <p>Recovery from Covid will place an emphasis on providing leadership opportunities for young people who have not been able to access such opportunities over the last few sessions.</p> <p>Through some of the work being done via PEF coordination we are promoting pupil interests and encouraging those young people who have not been involved in extra curricular activities to become involved.</p>	<p>4</p> <p>12</p>
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## 2.2 Curriculum: Theme 3 Learning Pathways

The continually evolving curriculum offer that involves our local consortium arrangements as well as e-learning opportunities available via SWEIC is providing greater flexibility in the senior school learning pathways available to our young people.

The rationale for our learning pathways is based on the experiences and outcomes and design principles of progression, coherence, breadth, depth, personalisation and choice, challenge and enjoyment and relevance. Our rationale, learning pathways and SQA presentation policy have been consulted on with pupils, staff and at parent council.

All staff are increasingly taking ownership of ROA elements helping young people to demonstrate these skills at a high level across the curriculum.

Understanding and evidencing progression in the BGE to provide robust information to learners and parents about pathways within the senior phase will lead pupils to make better senior phase choices.

With more opportunities to provide minority Higher/Advanced Higher as well as some mainstream Higher/Advanced Higher subjects via an e-offer, we may be able to commit more time to providing wider opportunities within the Broad General Education.

As outlined in the previous section each year group presents different challenges for NQ. We need to prepare for significant number of young people where their pathway in senior school is unlikely to take them beyond NQ 4. We will need to prepare for young people joining the secondary school working at Early or first level CfE who will be included within mainstream classes. Education for these young people will be our responsibility in our classrooms it will not be the responsibility of the supporting learners' service.

We will have to consider the curriculum we currently offer and how we can improve that curriculum offer to provide more opportunities for young people 16+ years to stay on at school and to succeed in a way that leads to a positive post school destination.

<p><b>2.7 Partnerships – Theme 3: Impact on Learners</b></p> <p><b>The impact of parental involvement on improving children and young people’s learning.</b></p>	<p>Through effective partnership working we have improved our learning provision and secured positive impacts for young people and families in our community.</p> <p>Effective partnerships and an increasingly flexible curriculum structure have resulted in all learners having access to a range of learning pathways through which they are developing skills for learning, work and life and securing sustainable positive destinations. Parents have acknowledged that the learning pathways being promoted by the school are for all learners.</p> <p>Parent council and subgroups of the parent council have worked closely in partnership with the school to have a positive impact especially on the issue of rural transport solutions. The local community in partnership with the parent council fundraising subgroup have also had a significant impact on improving opportunities for our young people.</p> <p>A partnership with Threave Rovers is now beginning to develop. Threave are taking responsibility for evening lets in the games hall and for the improvement of the grass pitches around the school.</p>	<p>Continue to develop partnership work with our local community increasing the opportunities available that can have an impact on learning for our young people and on securing sustainable positive destinations.</p> <p>The parent council responded to the challenge of partnership working and are now looking forward to identifying and creating opportunities to contribute to school improvement.</p> <p>We will continue to encourage parental engagement and parental involvement with an increased focus on parents as partners.</p> <p>We need to measure the positive impact of parental involvement on raising aspiration and consequently on attainment and achievement.</p> <p>Look for the potential to develop this partnership further with one possibility being to look at a ‘girls school of football’.</p>
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### 3. SCHOOL IMPROVEMENT PLAN 2021 – 2022 *(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><b>School Priority 1</b></p> <p>Understanding and applying Professional standards for teachers' documents; updating and maintaining school policy documents in line with national guidance.</p> <p>Responding to UNCRC</p> <p><b>NIF Priority</b> Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children and young people</p> <p><b>NIF Driver</b></p> <p>Teacher Professionalism</p> <p><b>HGIOS 4 QIs:</b> 1.2,1.3,1.4, 3.1, 3.2</p>	<p>Emphasise self-evaluation and self-reflection by individual teachers and teacher teams. Aim to ensure that all staff understand the updated GTCS standards documents and continue to meet the professional standards for GTCS registration; that all staff continue to grow and develop in their professional roles; all staff participate in professional learning that will improve them as teachers; young people benefit from improved teaching standards in which learners, parents, the profession itself and the wider community can have confidence.</p> <p>UNCRC weaves through the Professional standards documents and has implications for school policies. A number of school policies will have to be updated to reflect the articles of the UNCRC. Young people will benefit from inclusion of UNCRC articles in school policy.</p>	<p>All staff to engage with the professional standards documents; make use of the revised PRD documentation to reflect on practice; plan professional learning that will improve teaching standards.</p> <p>Look to the potential of SWEIC to provide professional learning particularly around subject knowledge, pedagogy and understanding standards.</p> <p>All staff to be encouraged to engage with professional reading that will improve their abilities to meet the needs of all learners.</p> <p>Main policies to be updated are Anti-bullying; Better Relationships, better behaviour, better learning.</p>	<p>All staff</p> <p>All interested staff.</p>



<p><b>School Priority 2</b></p> <p><b>NIF Priority</b> Improvement in attainment, particularly in literacy and numeracy</p> <p><b>NIF Driver</b> School Improvement Assessment of children's progress School Leadership</p> <p><b>HGIOS 4 QIs:</b> 1.1, 1.2, 1.3, 1.5, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3</p>	<p>All staff will continue to focus on learning relating to the principles of nurture. For session, 2022-23 the focus will be on nurture principle 1. 'Children's learning is understood developmentally'. Through professional learning, we will take into account many of the recommendations of the Morgan report, UNCRC and The Promise. Outcome for learners should be improvements to meeting the needs of all learners in the classroom. Differentiation and meeting the needs of all learners will bring improved outcomes for all young people.</p> <p>The supportive test of change that has maintained a group of young people in school who would have been in danger of failing to cope in the secondary environment has been successful. Looking ahead to future S1 intakes it is clear that this type of provision is increasingly required. The outcome for learners has been to prepare and integrate into the school, young people who were not ready to learn in a secondary environment.</p> <p>Classroom observation will link to our new learning and teaching policy that outlines what we understand as a school community makes a good learning experience.</p>	<p>Prepare for a significant number of young people where their pathway in senior school is unlikely to take them beyond NQ 4. The number of learners who will need individualised differentiated lesson materials will increase substantially over the next few sessions. Each subject area will need to prepare for young people joining the secondary school working at Early or first level CfE who will be included within mainstream classes. Education for these young people will be our responsibility in our classrooms it will not be the responsibility of the supporting learners' service. Each subject area should consider their current curriculum offer to identify how that curriculum offer can improve to provide more opportunities for all young people 16+ years to stay on at school and to succeed in a way that leads to a positive post school destination.</p> <p>This is a test of change that we recognise as having had a positive impact. Funding this initiative has drawn from Covid-19 Scottish Government recovery funds. The challenge moving forward will be to be able to continue to provide funding.</p> <p>All staff will be involved in classroom observation using our agreed policy. The focus of our classroom observations will be to compare our policy statements of what makes a good learning experience with what is happening in our classrooms.</p>	<p>PTC's and all staff</p> <p>HT/DHT/PTASN/ASN Staff</p> <p>All staff</p>
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<p><b>School Priority 3</b></p> <p><b>NIF Priority</b> Closing the attainment gap between the most and least disadvantaged children and young people</p> <p><b>NIF Driver</b> School Leadership</p> <p><b>HGIOS 4 QIs:</b> 1.1, 1.2, 1.3, 1.4, 2.2, 2.3, 3.2</p>	<p>Understanding the vision of Dumfries and Galloway for supporting learners and establishing a complementary school vision statement. Young people will continue to receive appropriate support to meet learning needs within the structures and limitations of a supporting learners' policy.</p> <p>Find a way of continuing to provide the primary secondary bridging experience as the projections from primary colleagues suggest that, in their professional judgement for current P5/6/7, such an intervention will increasingly be necessary. It maintains young people in school helping them to succeed and removing barriers to their learning. Finding a way to fund this will be a priority as the first session (2021-22) of working in this way proved successful in meeting the needs of a specific group of young people.</p> <p>Carry out an audit of the readiness of CDHS to apply for and work towards the Digital Schools Award Scotland. This is a national award to promote, recognise and encourage a whole school approach to the use of digital technology. The outcome for learners of the school achieving the award will be better use of technology for learning and teaching in every classroom.</p>	<p>Respond to the D&amp;G vision for supporting learners by ensuring that there is an agreed vision, policy and protocols for supporting learners that is recognised and understood by stakeholders.</p> <p>Develop this primary secondary bridging experience by continuing to provide learning and teaching in a more primary focussed context that increasingly introduces young people to the secondary learning environment as they become confident and ready to learn in the secondary context.</p> <p>The audit will be against the five digital schools criteria:</p> <ol style="list-style-type: none"> <li>1. Leadership and vision</li> <li>2. Digital technology integration in the curriculum</li> <li>3. School digital technology culture</li> <li>4. Continual professional development</li> <li>5. Resources and infrastructure</li> </ol>	<p>PT ASN, ASN staff and all school staff</p> <p>PTASN, ASN staff, A Cook</p> <p>D Harris + interested staff with an expected completion date of Easter 2023.</p>
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