Dumfries & Galloway COUNCIL
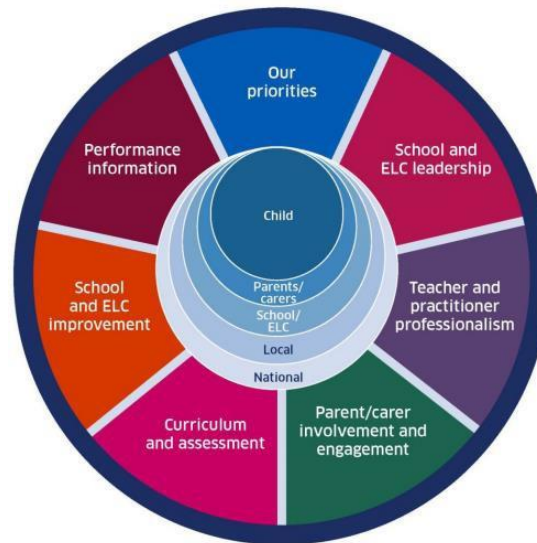
Education and Learning Directorate

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

(2022 - 2023)

DUMFRIES HIGH SCHOOL

JUNE 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, Values and Aims

School Statement

In partnership with our school community, our vision is to improve the performance of our school, giving all our students a consistently excellent educational experience which meets their individual needs and offers them appropriate personal support to achieve positive and sustained destinations.

We are determined to have high aspirations for all, learn, celebrate, value and show respect for our school community.

Our vision will be achieved with the ongoing commitment, dedication, drive and teamwork of our staff, pupils, parents and partners from the local community and beyond.

How we will get there: OUR AIMS

• To provide an excellent educational experience for every pupil within a supportive and caring environment.
• To ensure equity for all young people across the whole range of educational provision.
• To equip pupils with the skills, attitudes and expectations required to prosper in a changing society.
• To promote positive partnerships between school, parents and the wider community.
• To encourage compassion, equality, honesty, justice, respect, responsibility and trust and to share these core values within our school community

After consultation with Parents / Carers, Colleagues and Learners our school values are: Ambition and Respect.

Review Date: Feb/March/April 2023

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)

2.1Progress 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)
School Priority 1 ***Learning and Teaching*** **NIF Priority:** 1, 2, 3, 4 **NIF Driver** *School Leadeship *Teacher Professionalism *Parental Engagement *Assessment of Children's Progress *School Improvement **HGIOS?4 / HGIOELC QIs** *1.1-1.5, 2.1-2.7, 3.1-3.3	Dumfries High School 'Learning and Teaching' policy launched with all parents/carers, pupils and staff alike. Updated L&T Observation template created for session 2021/2022. Calendarised schedule of evaluation points in relation to L&T throughout the year. Scheduled 'Sharing Good Practice' sessions cancelled due to being unable to hold collegiate sessions in person. L&T School visits postponed due to ongoing restrictions. S4 'How to Pass Evening' and S5 'Stepping up to Higher' events were held online	Relaunch on August 2022 inset day with staff. Time devoted to Subject teams to address raising standards and consistency. Revised template created for session 2022/2023 and structured approach to schedule of observations. Further develop the schedule of evaluations linked specifically to L&T. Reintroduce as part of SWTAC Collegiate sessions. Staff member from each subject team to carry out a good practice visit Both events to be reintroduced as in-person to increase participation

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| **School Priority 2**

Tracking Systems

NIF Priority: 1, 2, 3, 4

NIF Driver
*School Leadeship
*Teacher Professionalism
*Parental Engagement
*Assessment of Children's Progress
*School Improvement

HGIOS?4 / HGIOELC QIs
*1.1-1.5, 2.1-2.7, 3.1-3.3 | Robust tracking processes embedded into Senior Phase to monitor and evaluate learner progress across all NQ subjects.

Tracking templates to include further elements of homework, end of topic assessments and unit outcomes in addition to October Assessment and prelim data.

HT/DHT tracking meetings with each PTC during term one and term two allows early interventions to be implemented to ensure pupil progress in attainment prior to January prelim.

Individual pupil, subject/departmental analysis and whole-school overview now much more robust indicating early interventions required at various points. | Senior Phase tracking templates developed further to contain SIMD, FME, CAT, YC information. Data now stored in Teams.

BGE tracking must now be developed to monitor pupil progress of achievement through a BGE level. BGE reporting schedule has been adapted to reflect changes and all staff advised to record pupil attainment in P&A (Seemis. |
| **School Priority 3**

Self-Evaluation for Improvement

NIF Priority: 1, 2, 3, 4

NIF Driver:
*School Leadership
*Teacher Professionalism
*Parental Engagement
*Assessment of Children's Progress
*School Improvement
*Performance Direction

HGIOS?4 / HGIOELC QIs:
 *1.1-1.5, 2.1-2.7, 3.1-3.3 | Structured approach to self-evaluation carried out throughout session 2021/2022.

*Parent/Carer surveys issued at two different points within session.
*L&T surveys issued to pupils in all year groups before Christmas and a further more detail survey with a focus on departmental analysis, was issued in March/April
*HWB survey also issued to pupils
*Focus groups, split into BGE and Senior Phase with a focus on learning experiences also carried out following the L&T surveys | Continue to embed self-evaluation procedures across the whole school to effect change and improvement.

Self-evaluation at departmental levels needs to be developed further as does the evidence baes to support this |

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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 Expenditure this year has predominantly been used to employ a primary trained teacher to deliver Numeracy and Literacy interventions to identified pupils in S1/2/3. SIMD data, primary assessment data and CfE Achievement of a Level data has been used to identify and target individuals. Benchmark assessments were carried out with pupils to determine a starting point and further assessments will be carried out at the end of the 8-10 week intervention period. This will provides robust evidence of individual pupil progress. At the point of completing this report, no assessment evidence was available. PEF Expenditure has also been targeted towards the creation of a 'Nurture Group'. This program runs for the first two periods of every school day morning. Identified pupils from S1/2/3 attend to engage and stimulate pupils in their learning journey. Short programmes of work with a further focus on self-esteem, confidence and social settings are undertaken. Working in conjunction with Greystone Rovers Football Club, DHS has this year run a 'School of Football' for S1 pupils identified as a result of SIMD and learning assessment data. This has been delivered during curriculum time and has been specifically designed to meet the needs of the learners attending. Fitness, confidence, self-esteem are addressed in addition to focus, determination and perseverance in relation to learning.

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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
1.3 Leadership of Change • *Developing a shared vision, values and aims relevant to the school and its community* • *Strategic planning for continuous improvement* • *Implementing improvement and change.*	Senior leadership team is an enthusiastic team who along with staff are working to improve the life chances of all learners. The Headteacher is passionate about securing the best outcomes for every young person in the school. The HT and senior leaders provide complementary skills to support the work of the school and this is respected by staff and learners. Most middle leaders provide effective leadership in their departments. Regular departmental meetings with senior leaders enable the sharing of departmental development work. Planning for improvement aligns with the NIF, local authority and school priorities. Senior leaders, middle leaders and staff benefit from the developing culture of collegiate working. The 'House; structure now supports the developing culture and ethos and providers a sense of stability for learners. The school has clear plans for the use of PEF to provide targeted provision in literacy and numeracy.	The Headteacher and SLT need to develop and articulate, a clear, strategic vision for change. Analysis and use of evidence is required to ensure a much stronger focus on setting priorities which can provide a measurable impact. Staff should put in place learner and parent conversations focused on agreeing whole school priorities. Further strategies are needed at senior level to ensure that attainment analysis leads to agreed department actions. Classroom observations now need to focus on the evaluation of pace and challenge in the classroom. Improvement planning should continue to be widened to involve learners and all other stakeholders including partners. Learners would welcome being consulted and supported to be more involved in school improvement. Support parents to be more involved in the learning of their child.	**4**

2.3 Learning, Teaching and Assessment • *Learning and engagement* • *Quality of teaching* • *Effective use of assessment* • *Planning, tracking and monitoring.*	Staff create a positive and caring ethos to support and nurture young people. This is underpinned by the school's core values of ambition and respect. These values are demonstrated through the positive relationships between most staff and young people. Learning and teaching is an important priority for the school and work is ongoing in this area	Learning and Teaching policy was launched with all stakeholders at the beginning of session 2021/2022. Evaluations have been carried out with all learners to monitor progress to date.	
	Most staff offer additional support beyond timetabled lessons to help young people in their learning and to address gaps in understanding. Parents and young people speak positively about the annual event focusing on exam preparation for National Qualifications (NQs). They value the support provided by teachers.	Teachers should use more open questions to promote higher order thinking and to extend responses. Tasks should focus on skills development or stimulating thinking and problem-solving in learners. In a few departments, low-level tasks such as copying notes and colouring do not support learning.	
	The majority of teachers use digital technologies well to support lesson delivery. In a few examples, young people are using technology and benefiting from more frequent interactive contexts to support learning. This good practice should be encouraged and shared more widely across the school.	Working group will lead on Digital Schools Award to embed further skills further into learning experiences	**4**
	In the senior phase, most teachers show a good understanding of assessment requirements within courses and use approaches that support young people to make progress towards gaining NQs. In a few departments, effective feedback being offered to young people about their learning helps them to improve.	Teachers need to consider other feedback approaches such as the types of comments on work in jotters and having learner conversations to ensure all young people understand their progress and next steps. All learners would benefit from more time to reflect on their learning and to discuss their progress.	
	In the senior phase, most departments track the progress of young people and respond to the data with interventions to improve outcomes for learners.	Senior Phase tracking is now much more rigorous and robust including more data to allow a better understanding of individual learners and enable more meaningful interventions to be put in place	

3.1 Ensuring wellbeing, equality and inclusion • *Wellbeing* • *Fulfilment of statutory duties* • *Inclusion and equality*	Most young people experience positive relationships.	Relationships between young people are not consistently supporting their ability to engage with learning. More relationships education from MVP to all year groups will address this.	
	Staff have an awareness of and are responsive to, the wellbeing needs of young people.	At an early stage of developing a shared understanding of language of wellbeing – links to be made to HWB Curriculum; general curriculum and school events that give the opportunity to highlight the wellbeing language. PT HWB is to develop a whole school approach to HWB to frame the work being done across curriculum and outside the classroom.	
	Most young people feel the school helps them to understand and respect others. Universal support is provided through a mentoring initiative which facilitates regular contact with a significant adult for all young people and most report that they have someone to speak to if they have support.	A few students are concerned about bullying. Following the re-visiting and sharing of the improvements to the provision after this year's work we will continue to evaluate provision. Anti-Bullying Lead will use available data from the Equalities and Bullying Log more effectively to inform practice Pupil Leadership/Voice Lead needs to build on existing practice to ensure ALL young people feel that they can influence change and improvements within the school. Consideration will be given to the deployment of the RBL assistants to classes to maximize their impact when supporting learners. Review the supports in place in plans and learning to make it more appropriate to meet their needs. Staff will be audited to identify professional learning needs in supporting and teaching ASN students and a calendar of training will be arranged and executed.	4
	Effective procedures are in place to identify additional support needs of young people as they prepare for transition from P7. As young people progress through the school relevant information is shared with staff.	Differentiation Working Party will continue and expand its tasks to include training of staff in different methodologies to meet the needs of all learners.	

| 3.2 Raising attainment and achievement
• *Attainment in literacy and numeracy*
• *Attainment over time*
• *Overall quality of learners' achievement*
• *Equity for all learners* | Young people's progress in literacy and numeracy is being supported through specific literacy and numeracy programmes (each delivered one period per week) for all learners in S1.

The school employs PEF funding to support learners to improve literacy and numeracy through the employment of a primary specialist who provides targeted support to learners in S1 and S2. There is evidence of clear improvements in reading, writing and numeracy for learners in S1 and S2 who have benefitted from such intervention.

The English Department further supports young people's progress in literacy in S1 and S2 through the promotion of a reading programme delivered via a designated weekly 'library period'. The Principal Teacher of Languages and Literacy (assisted by S6 Prefects) further promotes literacy through a targeted 'paired reading' scheme.

Data gathered as part of the transition process provides information on attainment levels in literacy and numeracy which teachers across all curriculum areas access to plan appropriate learning.

Overall most young people had achieved (or above) their expected level in reading (85.20%), writing (84.60%), listening and talking (83.90%) and numeracy (82.50%) by the end of S3.

There have been improvements in the percentage of young people leaving school having attained literacy and numeracy at SCQF Level 4 or better and Level 5 or better

There are positive five year trends in all literacy measures in the senior phase.

The attainment of lowest attaining 20% of young people as they leave school as shown by the complementary tariff score has been slightly above / in line with the VC in each of the last three years recorded. Attainment also compared favourably for this cohort against that of other learners in D&G. | Evaluation to be undertaken by the PTCs of Literacy and Numeracy to assess the impact of the S1 Literacy and Numeracy programmes

Evaluation to be undertaken by the PTPS (RBL) to ensure that the gains from literacy and numeracy interventions are transferable to the classroom context

The percentage of young people leaving school having attained a course award in numeracy at SCQF Level 5 is an area for improvement.

The percentage of our leavers attaining in numeracy at SCQF Level 6 is an area for improvement, having decreased since 2016 and being below / in line with that of the VC.

In the BGE, develop and establish in practice a whole school monitoring and tracking system, which will inform class teachers, middle leaders and senior staff of the progress being made by young people across all subjects.

Staff to continue to review approaches to tracking and monitoring across the BGE curriculum in order to build greater consistency in the data. PTCs need to ensure that sufficient moderation activities are undertaken to enable all staff to underpin professional judgements with robust evidence based on the National Benchmarks.

PTCs and DHTs need to adopt a systematic approach to the use of this data that supports early interventions for young people in the BGE who are not progressing well in their learning. Implementation of such a tracking system will also allow us to gather data and analyse trends over time across all curriculum areas. | **4** |

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As young people move through the school from S4 to S6, based on the complementary tariff scores, there have been some improvements for specific groups of young people. At S4, for young people in the middle attaining 60% there has been an improvement in the latest year and tariff scores for all pupils have been in line with the VC for the last four years. By S5 there has been an improvement in the scores in the latest year for all pupils and the school is now in line with the VC. Using the measures by S6 based on the S6 roll, young people are achieving better for the middle and highest attaining 60% and 20% in the latest year from being significantly much lower to in line with the VC

A package of measures is provided to support the attainment of our learners in the senior phase: mentoring; a comprehensive programme of curricular study support classes throughout the year; 'How to Pass' (S4) and 'Stepping Up to Higher' (S5) evenings for parents/carers and learners; Easter School; subject specific master classes prior to each examination.

All faculty areas complete an in-depth analysis of both SQA and prelim results to identify trends, areas of strength and most importantly areas for development.

The existing school tracking system is used by Principal Teachers Curriculum and Pupil Support to track learners and to provide interventions for those who are off track.

The school has widened learning pathways for young people with the introduction of additional courses in order to support an improvement in attainment for the lower and middle attaining cohorts. Examples include the introduction and increased uptake of alternative courses such as NPAs and Foundation Apprenticeships.

To improve the attainment for the highest attaining 20% and the middle attaining 60%, the following strategies will be employed:

- PTCs to review BGE courses to ensure the foundations of learning are rigorous enough to allow for strong attainment in the senior phase
- More reliable tracking in the BGE enabling a smoother transition from the BGE to the senior phase supporting appropriate presentations and challenge
- Continue to build on the recent improvements made to the senior phase curriculum and to further widen the curriculum through for example the introduction of alternative courses such as NPAs
- The curriculum offer in S4 to allow pupils to study for seven (rather than six) course awards from session 2020 / 2021 will continue
- Improve attainment amongst the 'highest 20%' by ensuring appropriate pace and challenge throughout the BGE and the introduction of targeted mentoring / parental engagement in S4 and S5
- Target improved attainment in Science
- Target improved attainment in numeracy at SCQF Levels 5 and 6 by continuing to adopt, evaluate and adapt strategies designed to increase the number of young people attaining National 5 Mathematics in S4, and subsequently the number able to access and succeed in Higher Mathematics or equivalent
- Review the extent to which we are adding value for young people who stay at school until S6

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Our young people have access to a broad range of opportunities to participate in courses, initiatives and events to develop their skills, confidence and improve their employability. Examples of where our learners gain leadership skills include class representatives for the pupil council, peer tutors, undertaking paired reading, MWoW and Sports Ambassadors, Youth Philanthropy Initiative, Young Enterprise and S6 Committees. A number of course choices are available in senior phase to enable young people to gain wider experiences and develop leadership, such as Sports Leaders and SQA Leadership Award. Numerous other opportunities are provided for trips, clubs and activities out with the classroom.	There is scope to further increase the number of young people gaining accreditation and certification for wider achievement activities being undertaken
A number of these opportunities are enabling our young people to gain accreditation and certification. Examples include Open University YASS Modules, SQA Leadership Awards, John Muir, Saltire, Duke of Edinburgh and Dynamic Youth Awards. Currently the percentage of totalled attained entries attributed to Wider Achievement on Insight is in line with that of the VC	We would benefit from developing a more sophisticated database to analyse trends in participation, achievement and accreditation over time and to have an overall analysis of each young person's participation across the school
Several measures have been introduced to help inform us of the wider achievement of our young people, both in and outside of school. Amongst them is the introduction of 'Wider Achievement Boxes' in each register class and use of social media.	The PTPS (RBL) needs to ensure that there is greater clarity about how teachers and support staff are expected to support learners who have additional support needs.
The attainment of young people in SIMD deciles 1, 2 & 3 (based on complementary tariff points) is broadly in line with other learners nationally. In S4 the attainment of those in SIMD 4 was significantly greater and in SIMD 3 significantly much greater. In S5 young people in SIMD 1 & 2 had attainment broadly in line with other learners nationally whilst the attainment of those in SIMD 3 and 4 was significantly greater.	Young people should be more fully involved in discussions about how the school issues merit awards and the supporting positive behaviour strategies which are in place.

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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.			
		How are you using pupil equity funding to improve outcomes for learners?	
Improvement Area	**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.)
School Priority 1 ***Learning and Teaching*** **NIF Priority: 1,2,3,4** **NIF Driver** *School Leadeship *Teacher Professionalism *Parental Engagement *Assessment of Children's Progress *School Improvement **HGIOS?4 / HGIOELC QIs** *1.1-1.5, 2.1-2.7, 3.1-3.3	Continue to address consistency of high quality learning experiences for all learners Safe, secure and nurturing environment in which all learners can achieve Develop 'Positive Relationships' approach to classroom culture linking to attainment Appropriate pace and challenge for all learners Targeted interventions for pupils in S4 at risk of not attaining qualifications Increased focus on BGE level data and progression through a level Improved levels of attainment for all pupils at the exit point from DHS Improvements in Literacy and Numeracy attainment for identified pupils in S1/2 through use of PEF	Update DHS Learning and Teaching Policy based upon first year implementation in 2021/2022 Redefine L&T observation template to reflect expectations of what a DHS lesson should consist of Evaluate L&T with staff and pupils to ensure increased consistency and standards across the school Further development of 'Sharing Good Practice' sessions within the school At least one member of staff and PTC to visit another school either locally or nationally to learn from other practice 'How to Pass' evening specifically for S4 pupils. S5 event 'Stepping up to Higher' to focus on demands of S5 Higher study Literacy and Numeracy moderation activities within the school to share standards L&T Working Groups	Two collegiate sessions to allow staff to share practice (3 x 20 min rotations) Teaching staff, PTC and DHTs to identify good practice that can affect change and improvement within DHS Plan, implement and monitor differentiated materials (PTCs/AP) Voluntary staff for S4 'How to Pass' Evening. Tree of Knowledge to deliver pupil and parent/carer sessions for S5 cohort (SMT) Whole staff meetings as part of SWTAC. (CH/BA) Led by staff during whole staff meetings; summary group feedback during February in-service days (SMT) Discussions with primary HT colleagues to arrange observations

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Improvement Area	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.)
School Priority 2 *BGE Learner Experiences* NIF **Priority: 1,2,3,4** **NIF Driver** *School Leadeship *Teacher Professionalism *Parental Engagement *Assessment of Children's Progress *School Improvement **HGIOS?4 / HGIOELC QIs** *1.1-1.5, 2.1-2.7, 3.1-3.3	Appropriate BGE Curriculum to meet the needs of all learners to ensure sustained positive destinations	Review of current BGE provision: period allocation, entitlements	Undertaken by Billy Davidson - completed by Christmas 2022
	Ensure appropriate homework is issued to all learners with an appropriate frequency to ensure pace and challenge	Departmental evaluations of current homework provision – appropriate amendments made to ensure challenge	PTCs to lead Homework Working Group – Becky Anderson
	Increased range of appropriate assessment methods to determine pupil progress and take account of all learning styles	Subject teams to evaluate and assess current assessment procedures within BGE and make changes as appropriate	PTCs to review as part of course content and structure evaluation
	Ensure consistency and raise standards in terms of pupil learning experiences in all BGE classrooms	Implement structured approach to 'learning walks' and formal observations in terms one and two	SMT and PTCs to undertake formal observations in terms one and two
	Further development and understanding of BGE levels of achievement and attainment	BGE progression of learning built into course planning up to end of Level 4	Focused discussion at DMs and continued work with 'partner schools'
	More robust activities carried out in relation to exemplars of work linked to Literacy and Numeracy and moderation activities connected to this	Review and update Literacy and Numeracy strategies and planning at DHS	Becky Anderson (Numeracy) and Lauren Wilson (Literacy) to evaluate provision and strategy
	More appropriate course structure, content and timelines to ensure the needs of all learners are being met	Departmental review and evaluation of course structure and timings	PTCs to lead on this at faculty level with involvement of all subject staff
	Robust tracking systems to be enhanced within S1/2/3 courses enabling timeous and meaningful interventions to be implemented	Review of Senior Phase Tracking systems to ensure a more robust and meaningful BGE tracking system is implemented and used by all. Resulting interventions to ensure further learner progress	BGE tracking procedures to be embedded across whole school. EMT responsible.

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Improvement Area	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.)
School Priority 3 ***Improvement in Children and Young People's Health and Wellbeing*** **NIF Priority: 1,2,3,4** **NIF Driver** *School Leadeship *Teacher Professionalism *Parental Engagement *Assessment of Children's Progress *School Improvement **HGIOS?4 / HGIOELC QIs** *1.1-1.5, 2.1-2.7, 3.1-3.3	School Values of *Ambition* and *Respect* are evident in all interactions and dialogue between all DHS stakeholders Pupils at DHS feel safe, secure and happy in an environment that allows them to achieve and attain DHS pupils in partnership with DHS staff and the wider school community can work towards being successful learners, effective contributors, responsible citizens and confident individuals 'Good' mental health of pupils is a more prominent factor; awareness of triggers, identifying signs of concerns and increasing knowledge of how to address issues Increased sense of belonging and involvement as part of House structure 'Pupil Voice' improved to take account of learner experience	Relationships between young people are not consistently supporting their ability to engage with learning. More relationships education from MVP to all year groups will address this. A few students are concerned about bullying. Following the re-visiting and sharing of the improvements to the provision after this year's work we will continue to evaluate provision. Anti-Bullying Lead will use available data from the Equalities and Bullying Log more effectively to inform practice. Evaluation of the Mentoring Initiative will guide the next steps ensuring more young people have appropriate support. Pupil Leadership/Voice Lead needs to build on existing practice to ensure ALL young people feel that they can influence change and improvements within the school. Consideration will be given to the deployment of the RBL assistants to classes to maximize their impact when supporting learners. Review the supports in place in plans and learning to make it more appropriate to meet their needs.	Fiona Bryce (PTPS MVP) and Graeme Campbell (PT HWB) to develop units and write into the HWB Programme by December 2022. Graeme Campbell (PT HWB) to link all units and their evaluation in HWB Programme to language of Wellbeing by August for the units between then and Christmas and then December for the units for the second part of the year. Graeme Campbell (PT HWB) to hold assembly for all students focusing on wellbeing focusing on language perhaps highlighting initiatives to engage pupils in the familiarity with language and feelings, scheduling this with Billy Davidson (DHT – Assembly Programme) prior to the commencement of the new session. Graeme Campbell (PT HWB) to visit other centres and develop an effective system for tracking and monitoring of HWB across school for each child. Visit by December 2022; System devised by February 2023 and implemented by April 2023 Fiona Bryce (PTPS Anti-Bullying) to evaluate new initiatives by December. Plan for the reporting of the incidents and patterns arising from the E&B Log on a monthly basis starting in August, taking the lead and responsibility for including these on the PTPS agenda.

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| | | | Differentiation Working Party will continue and expand its tasks to include training of staff in different methodologies to meet the needs of all learners.

Further opportunities for developing the HWB Programme, sharing expectations and staff training, linking to Benchmarks and Es and Os, as well as classroom visits and evaluations from staff and students at the end of every unit will ensure more consistency in experience and more improvements to the provision.

Further experiences relating to equality and diversity will be developed and included in the HWB curriculum with the support of the GSA. | Daniella Hogg (DHT Pupil Support) will lead the PTPS through an evaluation of the Mentoring Initiative in October.

Rights Respecting School Award – Working group led by Fiona Bryce

Daniella Hogg (DHT – Pupil Support) to devise and issue a Quality Assurance process for IEPs to support and monitor the progress in the learning of students with an IEP.

Daniella Hogg (DHT – Pupil Support) to devise and share expectations of the Education Plans for LAC children and the tracking and monitoring of both the plans and outcomes for the students. Daniella Hogg (DHT – Pupil Support) to create a process to identify, share names and the tracking and monitoring information of Care Experienced students. Identification and Sharing – September; Tracking and Monitoring process - December.

Adam Park, PT RBL, to lead Differentiation Working Group (less able)

Graeme Campbell (PT – HWB) to strategically plan the sharing of programme to allow for a consistent sharing of information starting on INSET days in August/Januarey/February 2023.

Graeme Campbell (PT- HWB) to strategically plan for the evaluation of every unit of work in the HWB programme. Both staff and students to be a part of the evaluation.

Graeme Campbell (PT – HWB) to organize a calendar of Learning Walks with Pupil Support Staff during the HWB period to be conducted all year ensuring |
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			all classes are visited. Calendar to be in place for September. Daniella Hogg (DHT – Pupil Support) to work with Jen Grierson (GSA Lead) devising a strategy for the year and liaising with Graeme Campbell (PT – HWB) to ensure the inclusion of units of work in the HWB Programme as well as with Billy Davidson (DHT – Assembly Programme) to ensure an opportunity for inclusion in the Assembly programme. These tasks are to be done by September.

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