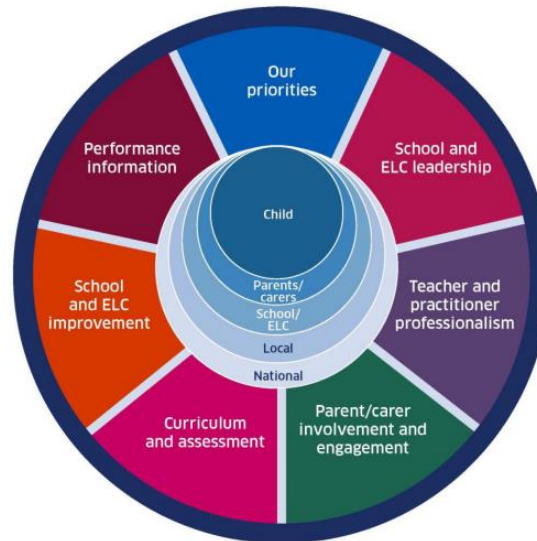


Education and Learning Directorate

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

(2022 - 2023)



School: Dalbeattie High School

Date: May 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

At Dalbeattie High School, our vision is to provide full educational experience for all our students, which is inclusive, ambitious and effectively prepares students for learning, life and work beyond the school.

We seek to achieve this by building positive, supportive and respectful relationships and working in partnership with students and our wider community to ensure all can gain the knowledge and develop the skills required to achieve their full potential.

School Values

Our school values are:

- **Respect:** All members of the school community will treat one another with consideration for their rights, feelings and aspirations.
- **Responsibility:** All members of the school community will demonstrate integrity and be willing to act independently. They will also recognise that they are responsible for the decisions and choices they make and how these choices affect their rights and the rights of others.
- **Resilience:** All members of the school community will be supported to develop their ability to successfully adapt in the face of disadvantage or adverse conditions.
- **Relationships:** All members of the school community will, through consistent application of our first three values, seek to form strong, positive, and productive connections with one another, treating one another with compassion, kindness and respect.

School Aims

Our aims are:

- **Ethos:** To be a caring school where each person is recognised as a unique, valued, participating member, and where the school values are actively promoted.
- **Attainment:** To provide a learning environment which actively encourages high expectations of attainment, achievement and participation.
- **Learning and Teaching:** To provide a learning environment which stimulates active thinking, develops critical thinking and enquiry and is underpinned by the latest and best evidence-based pedagogy.
- **Curriculum:** To provide students with the skills to become successful learners, confident individuals, responsible citizens and effective contributors required by our ever-changing society and within the world of work.

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

- **Community:** To build an active partnership between staff, students, parents and the wider community for the benefit of all.
- **Lifestyle:** To encourage a respect for, and understanding of the environment, and to promote a healthy lifestyle for staff and students.
- **Management/Leadership:** To create an environment which enables staff to work to their best ability within a supportive and empowering management climate.

Review Date: April 2022

Review Activities (as appropriate)

Complete review and refresh has been undertaken as a part of SIP 2021/22.

This has included: engaging with all school staff to review purpose of vision, value sand aims and collect their feedback on moving forward; engaging with learners and their families to collect their opinions, beliefs, feedback and priorities; engaging with the staff, learners and parents and the wider community (partners, employers etc.) to review draft version of the refreshed vision and values. Given the limitations placed upon us by COVID-1, this has mostly been conducted through Microsoft Forms. Further, in person engagement has taken place with Parent Council and School Representatives.

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: To work collaboratively with all stakeholders in creating shared a vision, set of values and aims for the school that reflects our current context.</p> <p>NIF Priority Improvement in attainment, wellbeing and sustainable positive destinations for our young people.</p> <p>NIF Driver School Leadership</p> <p>HGIOS?4 QIs QI 1.1 Self-Evaluation for Self-Improvement QI 1.3 Leadership of Change QI 2.7 Partnerships</p>	<p>Developing a shared vision, values and aims:</p> <ul style="list-style-type: none"> • Our vision has evolved through ongoing reflection and debate across the school and community and, as a result of this active collaboration, the school and community have ownership of the vision, values and aims. • These are shaped by our clear understanding of the social, economic and cultural context in which children, young people and their families live alongside our awareness of current policy and practice. • As a product of this process, staff and pupils are developing an improved knowledge and understanding of the social, economic and cultural context of the local community. • Our refreshed vision is ambitious and focuses on improvements in outcomes for all. <p>Evidence:</p> <ul style="list-style-type: none"> • Teacher and Support Staff Questionnaire May 2022: The majority of staff 'have a clear understanding of the social, cultural and economic context of the school'. • Teacher and Support Staff Questionnaire May 2022: Most staff agree that '[t]he school's vision and values underpins [their] work' • Feedback from parental surveys (conducted via Ms Forms and the Parent Council) indicate strong support of the refreshed vision and more succinct values. • Feedback from initial pupil surveys (conducted via Ms Forms) was used to form the basis for change in the VVA. Further feedback from pupil 	<p>Next Steps:</p> <ul style="list-style-type: none"> • Through effective leadership at all levels, our school community will work together to turn the shared vision into a sustainable reality. • Continue to develop staff awareness and understanding of local cultural, economic and social issues. • School leaders, at all levels, should look to motivate and inspire others to sustain collective commitment to the shared vision through daily actions • Continue to develop systems to better include pupil and parent voice and ensure that actions are effectively communicated and shared.

	<p>survey pupil voice, discussion with School Representatives and Personal Support conversations was used to support the refreshed version of the VVA and make further tweaks.</p>	
<p>School Priority 2: Improvement in inclusion and wellbeing</p> <p>NIF Priority Improvement in children and young peoples' health and wellbeing</p> <p>NIF Driver Parental Engagement; School leadership Teacher professionalism</p> <p>HGIOS?4 QIs 1.3 Leadership of Change 2.6 Transitions 2.7 Partnerships 3.1 Ensuring Wellbeing, Equity and Inclusion</p>	<p>Inclusion support</p> <ul style="list-style-type: none"> Holistic wellbeing support (adapted timetables) embedded in the school for pupils struggling to access and cope with the demands of mainstream education. This should mean that adapted timetables are created to include supporting learners in out, partner agencies and support base inputs as required. Impact: Sustaining of very low exclusion rates and greater inclusion of pupils with most significant and complex contexts and needs. <p>Mental health training</p> <ul style="list-style-type: none"> All teachers and learning assistants to continue to attend the mental health workshops developed by the authority working group on mental health as the pilot school for D&G. Learners benefit by being supported by staff with greater awareness, knowledge and understanding of mental wellbeing and health. Impact: Teacher (non-COVID) absence minimised. Greater support provided for young people at classroom level. <p>GIRFEC meeting</p> <ul style="list-style-type: none"> Established in school. Weekly discussions on pupils, attendance, CPM, CSO, CP, PEF, LAC, young carers, learning support and destinations. Leading to monitoring and early interventions as required. Impact: Higher number of early interventions due to further improvements in tracking. <p>Rights respecting school award</p> <ul style="list-style-type: none"> Working group with the pupil council. This seeks to ensure that children's rights are enshrined in the daily and strategic life of the school. Baseline established using forms to pupils and staff. School community informed. School community informed of rights through assemblies and workbook competition. School lead trained through e-learning and training session (April 22). Submission of silver action Plan (May 2022). Leading to silver registration for the academic year 2022 – 2023. Impact: increased awareness amongst learners and staff regarding. From pupil questionnaire: 'Most young people agree that they feel safe at school and believe that the school helps them to feel safe.', 'Most young people agree that they have someone in the school that they can speak 	<p>Next Steps</p> <ul style="list-style-type: none"> Continue RRSA progress; developing staff and learners awareness and understanding of UNCRC. Development and coordination of outdoor learning opportunities.

	<p>to if upset or worried about something’ and ‘Most young people agree they are treated with respect by staff.’</p> <p>LGBTQ+ bronze charter</p> <ul style="list-style-type: none"> • Submission of portfolio in the academic year 2022-2023. Events carried out during 2021/2022. (Training for teachers potentially to be organised). Committee for senior students and LGBTQ+ club established in the school 2021-2022. <p>Key policies updated</p> <ul style="list-style-type: none"> • As part of yearly update on behaviour, attendance, anti-bullying and AAA. Views sought from school community as part of self-evaluation and analysis to inform next steps. 	
<p>School Priority 3 Stabilise and Recover</p> <p>NIF Priority School Leadership; Teacher Professionalism; Performance Information</p> <p>NIF Driver Parental Engagement; School leadership Teacher professionalism</p> <p>HGIOS?4 QIs 1.3 Leadership of Change 2.6 Transitions 2.7 Partnerships 3.1 Ensuring Wellbeing, Equity and Inclusion</p>	<p>Personal support has been arranged to support in five key areas</p> <ol style="list-style-type: none"> 1) Literacy focus – use of literacy boxes to improve and target comprehension. Monitored by the PT curriculum English and Languages. 2) Numeracy focus – Use of Mathletics. All pupils in the school have access to the app to target improvements in numeracy attainment. Monitored by PT curriculum Math and Science. 3) Health and Wellbeing focus – app purchase May 2022 to target independent working to improve health and wellbeing amongst pupils. Monitored by PT Student support 4) Homework and independent study 5) Learner conversation with PS tutors on a variety of subjects, options support, attendance, monitoring of demerits and merits. <p>Targeted support</p> <ul style="list-style-type: none"> • The school have funded a teacher two days a week to support non-attenders by providing targeted numeracy and literacy teaching. It has lead to targeting other areas of the curriculum such as art. 	<p>Next Steps</p> <ul style="list-style-type: none"> • Identified gaps in learning, teaching and curriculum will be subsumed within 22/23 improvement priorities.
<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 	<p><i>(Include evaluative statements about how PEF has been used flexibly to meet needs of children / young people / families.)</i></p> <p>PEF Worker in place to support young people overcoming various poverty related barriers:</p> <ul style="list-style-type: none"> • PEF Worker tracks SIMD, FSM, LAC, Late-coming, Attendance, AAA, EMA, Counselling, Ref to GIRFEC meeting, Ref to multi agency, ASN, Support for Learning, Behavior Support, Medical Condition, Demerits, Merits, Referrals, Interventions. • PEF worker has also supported pupils and families in the lockdown period with FSM / assistance in applications for support and ensuring the families stay connected with the school for support in schoolwork for the pupils. This role 	

<p>evidence of closing the attainment gap?</p> <ul style="list-style-type: none"> • How well are you removing barriers to learning and ensuring equity for all? 	<p>will continue for 2021/2022, with an additional focus on behavior support as a number of our PEF pupils have additional behavior support requirements. Our commitment to inclusion rather than exclusion has resulted in 3 pupils being supported via PEF worker and base rather than being excluded from education.</p> <ul style="list-style-type: none"> • The PEF tracking information is shared with staff as a database of accumulative interventions and recorded data. The role expands to provide supports to any pupil in the school that requires an additional intervention and would benefit from the supportive nature of the PEF role. The role has led directly to early intervention by the school to involve social work, CAMHS and child protection procedures. <p>PEF has been used to support the Cost of the School Day:</p> <ul style="list-style-type: none"> • We have also supported the PEF pupils with additional personal hygiene products and uniforms and snacks at break time through the academic year and school closure period. • Funding to support families with school trips. The only school trip supported is the art trip to visit Van Gogh. This represented an opportunity for pupils to attend an exhibition that they would otherwise not have attended experiencing a cultural project within Glasgow. • Resources – Resources to support life skills / ASDAN including training for teachers and learning assistants in addition to purchasing Mathematics / Lego therapy resources / literacy. This has been embedded with the pupils and teachers becoming familiar during personal support. The expectation is that numeracy / literacy across the school will benefit and pupils should see an improvement in attainment. This resource is open to all pupils. • Resources purchased to support personal care and hygiene. <p>We have purchased wellbeing support via an app from Tree of knowledge.</p> <ul style="list-style-type: none"> • The launch of this app will be in May 2022. This seeks to lead self-directed study to improve resilience of pupils leading to an improvement in attendance and less reliance on third party referrals around mental health as resilience improves in the pupils. <p>Quarriers – Quarriers support service for pupils with ASD, ADHD and anger management issues.</p> <ul style="list-style-type: none"> • The service will work primarily with PEF pupils but there is the capacity through group work and individual work to increase the scope to all pupils of need within the school. This represents a resource that is not available to access with the council services. <p>Laptop provision.- to expand access for the learning support department and PEF worker.</p> <ul style="list-style-type: none"> • Additional laptops to be ordered. They were not purchased 2021-22. ASDAN is a realistic option for most PEF pupils to build on life skills. Additional scope to use laptops with Quarriers and individual work with PEF worker on positive people course.
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2.2 Summary of Key Strengths and Areas for Improvement (<i>What is our capacity for continuous improvement?</i>) <i>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> 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
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> 	<ul style="list-style-type: none"> Our school vision has undergone significant evolution in the last year. This has involved significant reflection and debate across the whole school community. Our new school vision continues to be ambitious and focuses upon improving outcomes for all. The vision and values are underpinned by an increasing staff understanding of the social, economic and cultural context in which children, young people and their families live alongside our awareness of current policy and practice We are committed to ensuring that we achieve the highest possible standards and success for all learners. This involves commitment to change that results in improvements for all learners. Greater levels of staff responsibility for implementing change and promoting equality and social justice across all their work. We are developing increasingly effective strategies to monitor and evaluate the impact of changes on outcomes for learners and the work of our school. This is leading to staff becoming more involved in the improvement planning process and more aware of the strengths and areas for development with departments, faculties and the whole school. 	<p>The evolved vision must now become a sustainable reality in the coming years. This will involve</p> <ul style="list-style-type: none"> Supporting learners to understand the vision, aims and values through the four contexts for learning. Leaders at all levels motivate and inspire others to sustain collective commitment to the shared vision through daily actions. <p>Resume collaborative learning and practitioner enquiry approaches put on pause during the height of COVID-19 mitigations. Use this, and similar approaches to effectively facilitate change leading to greater equity for all learners</p> <p>Developing young peoples' capacity to respond to and adapt to change.</p> <p>Development of effective systems and processes to enable pupil voice and ensure this is actioned and shared.</p> <p>Increased focus upon the systematic provision of opportunities for staff to review and refresh their pedagogical practice.</p>	4
2.3 Learning, Teaching and Assessment <ul style="list-style-type: none"> <i>Learning and engagement</i> 	<ul style="list-style-type: none"> Our commitment to children's rights and positive relationships is becoming increasingly clear. 	<p>Achieve greater consistency (less variability) in the structure, pace and challenge of learning activities. This will also include:</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
<ul style="list-style-type: none"> • <i>Quality of teaching</i> • <i>Effective use of assessment</i> • <i>Planning, tracking and monitoring.</i> 	<ul style="list-style-type: none"> • The majority of our learners are eager and active participants fully engaged in the day-to-day school activities. • The majority of our learners are successful, confident and responsible. They contribute effectively to the life of the school and wider community in a range of well-planned activities. • The majority of our learners know that their views are sought, valued and acted upon. • Digital technologies are used to good effect to enhance learning and teaching. For example, use of Satchel One to share homework details and feedback with home and use of SchoolCloud to enable parents evenings during COVID. • Interventions used to some effect and triggered by combination of data and professional, holistic teacher judgements. 	<ul style="list-style-type: none"> • Communicating and sharing the purpose of learning. • Making effective use of assessment and feedback to guide learning. • Development of explanations, instructions and skilled questioning. <p>Developing consistency of opportunity for learner choice. For example, the appropriate use of digital technology.</p> <p>Ensuring our revised vision values and aims underpins learning and teaching.</p> <p>Review impact of current intervention system and identify areas for improvement. Reviewing of effectiveness needs to place more focus on how learners use this to plan their own learning</p> <p>Assessment needs to become more integral to our planning of learning and teaching. This will involve a more skilled use of a variety of assessment approaches allowing learners to demonstrate their knowledge and understanding, skills, attributes and capabilities in different contexts across the curriculum.</p> <p>More robust approaches to moderation, particularly in the BGE will ensure our assessment evidence is valid and reliable.</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>3.1 Ensuring wellbeing, equality and inclusion</p> <ul style="list-style-type: none"> • Wellbeing • Fulfilment of statutory duties • Inclusion and equality 	<p>Wellbeing</p> <ul style="list-style-type: none"> • Attendance for the school as a whole is steady at above 90%. All pupils below 60% have an intervention ranging from the council attendance team to camhs or a CPM. • Pupils are supported as individuals to achieve through a range of interventions using pupil plans, IEP's and learner profiles. Learner profiles are completed in partnership with the pupils and their families. • Our personal support structure is setup to support literacy, numeracy and health and wellbeing. Within this structure, there is time to support pupils within options and their reflection following a reporting period. • Vulnerable pupils have a key worker amongst the learning support assistants. This is reviewed by the SSPT. • The PEF pupils are also supported and tracked using the PEF worker who tracks there progress and records interventions. • Feedback is sought from pupils through the pupils council that meets monthly where school issues and initiatives are discussed. • We have an anti-bullying policy revisited yearly with views sought from staff, pupils and their parents / carers. We have also worked with the respect me campaign as part of a national pilot model in 2021. • We support wellbeing using the youth inquiry service and a Quarriers worker dealing with 	<p>Wellbeing</p> <p>Personal support remains a work in progress. Feedback from staff as been sought by the 10th of December 2021. We will also engage with pupils and parents in early Jan 22. Once feedback has been collated, we will seek to implement changes as personal support evolves. We are currently working in partnership to improve the mental health training of staff with the authority-working group. Planned inputs for staff training at inset days. This will be implemented in the remaining academic year 2021 / 22.</p> <p>In term three we will be seeking wellbeing feedback from pupils and staff to gauge their level and formulate a plan to improve based on the results using the tree of knowledge wellbeing questionnaire. Dates for staff training in mental health need to be put into the calendar.</p> <p>Evidence</p> <ul style="list-style-type: none"> • Attendance stats • Anti-bullying policy • Records of pupils supported by the youth inquiry team and Quarriers • Personal support feedback obtained by teachers Dec 21. Pupils and families / carers (Jan 22) 	<p>4</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>mental health, self-regulation and emotional support.</p>		

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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>Fulfilment of statutory duties</p> <ul style="list-style-type: none"> Families are supported well in the school through a variety of engagement opportunities to parent nights, SSPT and out PEF worker. LAC pupils are identified and all LAC pupils have a CPM and a learning profile and are identified to staff to ensure they are supported. All pupils receive health and wellbeing inputs through a variety of activities from Personal support, PSE, MVP and outside speakers from "do the right thing" and the Tie campaign in particular 2021 / 22. Pupil's views are sought using pupil voice through the pupil council and questionnaires. We support pupils through transitions using an enhanced transition programme and a curricular experience. During the last three years, this has been carried out remotely and face to face where required. We work in partnership with third party provides. This year with social work, youth justice and the children's panel in particular. We work with a number of partners on a weekly basis, youth inquiry service through mental health and wellbeing, and wider achievement as well as quarriers. The school is working on refreshing the values and vision in order to better build partnerships with pupils and their families / carers. Worry list updated every six months to ensure all concerns are captured and the school has full visibility of need. 	<p>Fulfilment of statutory duties</p> <p>Better tracking of the PSE programme and monitoring of the quality of PSE ensuring feedback is sought more consistently from pupils. Termly meetings with school health and wellbeing lead. Views of the school community sought more consistently around health and wellbeing. The behaviour policy continues to evolve and views are sought as part of the yearly evaluation to better balance rewards for good behaviour and consequences for improvements.</p> <p>NSPCC pilot scheme around sex and relationships and keeping pupils safe beginning in Feb. 2022 / 2023 planning for PSE implemented. Termly meeting with health and wellbeing lead dates in diary. Termly questionnaire around health and wellbeing</p> <p>Evidence</p> <ul style="list-style-type: none"> Worry list Do the right thing (S3) Personal support feedback obtained by teachers Dec 21. Pupils and families / carers (Jan 22) Inclusion policy Behaviour policy 	

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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>Inclusion and equality</p> <ul style="list-style-type: none"> We have run an LGBTQ+ club for the last three years. The group meet weekly to discuss their experiences and initiatives for the school. We are completing our LGBT charter in the 2021 – 22 academic year. Within the behaviour policy, the protected characteristics have been included and using MVP, this is further reinforced using peer education. Our anti-bullying policy and inclusion policy make reference to the protected characteristics and the need to ensure all are included. We have also started the rights respecting school award and continue to work with the pupil council on achieving a bronze award. Our PEF worker continues to engage with all Pef pupils and tracks their progress and intervention. All pupils and those with a highlighted need are included in the school spreadsheet of interventions and needs for all teachers to access. <p>Any pupil/ family / carer can request a meeting to discuss current supports or new supports. We work to ensure that all pupils are included and educated within Dalbeattie and have ample evidence of adapted timetables, authority providers and third party providers to better include all pupils based on a needs approach.</p>	<p>Inclusion and equality</p> <p>Continuing working towards the rights respecting school award. Continue working toward the LGBT award. Continue to develop holistic wellbeing supports offered. Continue with partnership and developing partnerships around Dalbeattie.</p> <p>Weekly meetings with LGBT groups, Staff working through the modules for rights respecting school award. Ensure the recording and reporting of interventions using the holistic wellbeing template. Ensure views are sought and recorded.</p> <p>Evidence</p> <ul style="list-style-type: none"> LGBT Microsoft team containing actions and outcomes Holistic wellbeing template PEF workbook 	
<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> 	<ul style="list-style-type: none"> Learners make very good progress from their prior levels of attainment in literacy and numeracy. This is evident in: 	Address concerns over falling attainment at SCQF level 6.	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
<ul style="list-style-type: none"> Overall quality of learners' achievement Equity for all learners 	<ul style="list-style-type: none"> Leavers literacy and numeracy data outperforming virtual comparators across all levels. (Insight). S4, S5 and S6 literacy and numeracy data outperforming virtual comparators across all levels (Insight). We have raised attainment in literacy and numeracy for most learners. Breadth and Depth data suggests attainment at SCQF level 5 is being maintained. In the senior phase, this is monitored via a robust tracking system that is effective in highlighting cases for early intervention. Opportunities, such as senior school committees, are being increasingly provided for learners to achieve a broader range of skills and attributes through a broader range of activities. Positive destinations continue to be very successful with a very small minority (typically 1 or 2) leavers achieving a negative destination. Uptake of places within College Academy, consortium, Foundation Apprenticeship and other curriculum widening provision, has grown significantly, representing 	<p>Address concerns emerging from middle 60% of learners in each year group underperforming vs virtual comparator in quality of attainment.</p>	
<p>2.2 Curriculum: Theme 3 Learning Pathways</p>	<ul style="list-style-type: none"> The school continues to develop its senior phase pathways to offer a curriculum that meets the needs of all and ensures positive and sustained destinations nearly all young people. This includes the provision of new National Progression Awards in Business, the embedding of the Sports Leadership Award at SCQF levels 5 and 6 and a 	<p>Nest Steps</p> <ul style="list-style-type: none"> Continue to engage with SCQF Ambassador program and achieve silver statuses. Continue work in reviewing curricular pathways, particularly in implementing land based industries and computing pathways. 	

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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>bespoke work experience and employability award.</p> <ul style="list-style-type: none"> The school continues to adopt the latest and best practice in engaging lower attaining learners through the ASDAN and Princes Trust qualifications, as well as a greater uptake of National 1, 2 and 3 qualifications to ensure all achievement is recognised and accredited. The school works closely with partners, including DAGCOL, SDS and Education Services to continue the broadening of the curriculum. 		
<p>2.7 Partnerships – Theme 3: Impact on Learners</p> <p>The impact of parental involvement on improving children and young people's learning.</p>	<ul style="list-style-type: none"> Ongoing effective work with SDS, ESS and DYW ensures our positive destinations remain strong (100% for 2021 leavers). Improved parental engagement (for example, through use of Ms Forms) has seen response rates of 70%+ and given parents a greater say in the running of the school. Use of Ms Teams to provide information events improving parents/carers understanding of pathways, qualification types and options process, transitions etc. First D&G school to be awarded SCQF Bronze Ambassador status for work done in using the SCQF to improve learners pathways and parental knowledge and understanding of curriculum processes. 	<p>Next Steps</p> <p>Revisit approaches to engaging parents/carers in supporting their child's learning e.g. approaches to literacy and numeracy.</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?		Planned Management of Improvement Area (Include: Responsible/Lead Person, Time Allocations, Funding – including PEF and Expected Completion Date.)
	Outcomes for Learners / School Community	Key Tasks	
<p>School Priority 1 Improvement in teaching, learning and assessment.</p> <p>NIF Priority Improvement in attainment, particularly in literacy and numeracy.</p> <p>NIF Driver School and ELC Leadership Teacher and practitioner professionalism Parent/carer involvement and engagement Curriculum and assessment School and ELC Improvement Performance information</p> <p>HGIOS?4 / HGIOELC QIs 1.3: Leadership of change 2.3: Learning teaching and assessment</p>	<p>Learners benefit from more consistent, structured lessons underpinned by high quality pedagogy and quality assurance.</p> <p>Learners will benefit from improved outcomes in engagement, attainment and progress.</p>	<ul style="list-style-type: none"> Building of school vision and values into whole school approaches to teaching and learning. Development of a whole school approach to effective teaching and learning. <ul style="list-style-type: none"> Reconvening Learning & Teaching working group. Arranging calendar of meetings and professional learning activity. Creation of whole school teaching and learning policy. Consultation with staff, pupils and parents/carers. Launch of policy and implementation. Review of policy and implementation. Whole school approach to moderation and QA further developed. <ul style="list-style-type: none"> Audit and review of existing school practice. 	<p>HT Term 1 (to be completed in tandem with work of teaching and learning group).</p> <p>DHT Curriculum & Assessment Term 1</p> <p>August 2022</p> <p>August – October 2022</p> <p>October 2022</p> <p>October 2022</p> <p>October 2022 (beginning of term 2)</p> <p>January 2023</p> <p>QAMSOs Terms 1 - 3</p>
	<p>Learner engagement, attainment, and progression improves through more effective school-home communication and working.</p>	<ul style="list-style-type: none"> Whole school approach to assessment, tracking, monitoring and reporting to be refreshed, revised and finalised. <ul style="list-style-type: none"> Creation of assessment, tracking, monitoring and reporting working group. 	<p>DHT Curriculum & Assessment Term 2</p> <p>October 2022</p> <p>November 2022</p>

		<ul style="list-style-type: none"> ○ Review of existing whole school approach. ○ Arranging of calendar of meetings and professional learning activity. ○ Development of school assessment, tracking, monitoring and reporting policy. ○ Launch of policy and implementation. ○ Review of policy and implantation. ● Use of online and digital platforms to be reviewed and refreshed. <ul style="list-style-type: none"> ○ Review and refresh of use of Satchel One platform. ○ Relaunch with whole school staff. ● Development of a whole school approach to homework. <ul style="list-style-type: none"> ○ Teaching and learning group to develop post T&L policy. ○ Agreement of meeting dates and professional learning activity. ○ Agreement of rationale. ○ Development of whole school approach to homework. ○ Consultation with staff, parents, pupils. ○ Launch of homework policy. ● Developing systems to capture all learner achievement in and out of the classroom – linking to skills for life, learning and work. <ul style="list-style-type: none"> ○ System in place to capture learner achievement from in and out with the school. ○ System in place to share and celebrate successes. 	<p>November 2022</p> <p>December 2023</p> <p>May/June 2023</p> <p>January 2023 & May 2023</p> <p>DHT Curriculum & Assessment Term 1</p> <p>August 2022</p> <p>Early September 2022.</p> <p>DHT Curriculum & Assessment Term 2</p> <p>October 2022</p> <p>October 2022</p> <p>November 2022</p> <p>December 2022</p> <p>December 2022</p> <p>January 2023</p> <p>PT DYW Term 1</p> <p>October 2022</p> <p>October 2022</p>
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	<p>Learners lesson experiences and development improve as a result of being taught by teachers fully engaged in meaningful, coordinated and effective professional learning.</p>	<ul style="list-style-type: none"> • Whole school approach to professional learning to be developed. <ul style="list-style-type: none"> ○ Professional Learning working group/teacher learning community to be reconvened. ○ Calendar of professional learning activity to be put in place. ○ Calendar of meetings and professional reading to be put in place. ○ Whole school approach to professional learning to be formed and agreed. ○ First teachers achieving GTCS professional recognition for professional learning. • Developing approaches to the use of digital technology and skills. <ul style="list-style-type: none"> ○ Development of professional learning calendar including digital learning opportunities. ○ Delivery of calendar of PL activity. • Completing Digital Schools Award self-evaluation and application. <ul style="list-style-type: none"> ○ Development of digital technology strategy. ○ Digital Technology short-life working group formed. ○ Calendar of activity and meetings developed and agreed. ○ Further integration of digital technology across the curriculum. ○ Launch of digital technology strategy. 	<p>DHT Curriculum & Assessment Term 2</p> <p>October 2022</p> <p>October 2022 (term 1)</p> <p>October 2022</p> <p>December 2022</p> <p>June 2023</p> <p>Digital champions Terms 1 – 4</p> <p>August 2022</p> <p>Terms 1 – 4</p> <p>Digital Champions Terms 1 – 4</p> <p>January 2022</p> <p>August 2022</p> <p>August 2022</p> <p>Terms 1 – 4</p> <p>February 2022</p>
<p>School Priority 2 Improvement in curriculum rationale and design (BGE focus).</p> <p>NIF Priority</p>	<p>Learner engagement is improved through having greater voice and opportunity in shaping and understanding the school curriculum.</p>	<ul style="list-style-type: none"> • Building of school vision and values into curriculum rationale and design. • Development of curriculum rationale involving all stakeholders. 	<p>HT Term 2 (to be completed in tandem with curriculum working group)</p> <p>HT Term 2</p>

<p>Closing the attainment gap between the most and least disadvantaged children and young people</p> <p>Improvement in attainment, particularly in literacy and numeracy.</p> <p>NIF Driver School and ELC Leadership Teacher and practitioner professionalism Parent/carer involvement and engagement Curriculum and assessment School and ELC Improvement Performance information</p>		<ul style="list-style-type: none"> ○ Forming Curricular Review Short Life Working Group. ○ Arranging calendar of meetings and professional learning activity. ○ Development of curriculum rationale. ○ Consultation with staff, pupils and parents/carers. ○ Launch of rationale and implementation. ○ Review of rationale and implementation. 	<p>November 2022</p> <p>November 2022</p> <p>November 2022</p> <p>December 2022</p> <p>January 2023</p> <p>January 2024</p>
<p>HGIOS?4 / HGIOELC Qis 2.2: Curriculum</p>	<p>Learner attainment and progress is further improved through refreshed engagement with National and Regional curriculum policy.</p>	<ul style="list-style-type: none"> ● Review of Broad General Education curriculum. <ul style="list-style-type: none"> ○ Curriculum audit developed and undertaken (in line with developed curriculum rationale). ○ Review of audit undertaken by curriculum working group. ○ Recommendations of curriculum review group actioned by faculties. 	<p>DHT Curriculum & Assessment Term 3</p> <p>Jan/Feb 2023</p> <p>Feb 2023</p> <p>From Feb 2023 onwards</p>
		<ul style="list-style-type: none"> ● Development of whole school approaches for learning for sustainability. <ul style="list-style-type: none"> ○ Activity TBC. 	<p>PT Lead (TBC?) Term 3</p> <p>Activity timescales TBC</p>
		<ul style="list-style-type: none"> ● Numeracy across the curriculum strategic plan to be instigated. <ul style="list-style-type: none"> ○ Continuation of Numeracy Across the Curriculum Working Group. ○ Further implementation of numeracy strategic plan. ○ Review, audit and evaluation of plan. 	<p>Numeracy lead Term 1</p> <p>August 2022</p> <p>Term 1</p> <p>November 2022</p>
	<p>Learner opportunity and pathways improve though further engagement with national and local partners.</p>	<ul style="list-style-type: none"> ● Achievement of SQCF Ambassador Silver status. <ul style="list-style-type: none"> ○ Staff presentation of SCQF framework. 	<p>PT DYW Term 2</p> <p>November 2022</p>

		<ul style="list-style-type: none"> ○ SCQF working group formed to plan next steps. ○ SCQF school blog created and published. ○ Sessions planned and implemented for Senior and BGE learners. ○ Pupil input at parent/carer consultation evenings setup. ○ Further links to local employers and businesses to support pathways. ○ Application for silver status complete. ● Embedding of employability skills and career education standard in BGE. <ul style="list-style-type: none"> ○ Further development of meta-skills across the curriculum. ○ Audit and review of meta-skills launch. ○ Recommendations and actions for further development. ○ Calendar of support and evaluative activity in place. 	<p>January 2022</p> <p>January 2023</p> <p>Options timeline 2023</p> <p>As per consultation evening calendar</p> <p>February 2022</p> <p>February 2022</p> <p>DYW Leads Term 2</p> <p>Term 1</p> <p>Term 1</p> <p>Term 2</p> <p>Term 2</p>
<p>School Priority3 Improvement in inclusive practice.</p> <p>NIF Priority Placing the human rights and needs of every child and young person at the centre of education</p> <p>NIF Driver School and ELC Leadership Teacher and practitioner professionalism</p>	<p>Ongoing recovery and improvement of learner health and wellbeing.</p>	<ul style="list-style-type: none"> ● Further development of Youth Philanthropy Initiative program. <ul style="list-style-type: none"> ○ Activity TBC by lead teacher. ● Building of school vision and values into whole school health and wellbeing policies. ● Providing further opportunity for teacher mental health training. ● All pupils will complete HWB questionnaire across the year to inform practice and interventions. ● Further development and embedding of Personal Support initiatives (PEF Supported) 	<p>PTSS (SfL) Term 3</p> <p>Timescales TBC by lead teacher.</p> <p>DHT GIRFEC Terms 1 – 4.</p> <p>Student Support Team Terms 1 – 4.</p> <p>DHT GIRFEC Sept 22 (benchmarking questionnaire)</p> <p>DHT GIRFEC Jan 23 (comparative questionnaire)</p> <p>DHT GIRFEC Term 1 (Aug 22 inset: follow up Feb 23)</p>

<p>Parent/carer involvement and engagement Curriculum and assessment School and ELC Improvement Performance information</p> <p>HGIOS?4 / HGIOELC Qis 3.1 Ensuring Wellbeing, Equality and Inclusion</p>		<ul style="list-style-type: none"> Acquiring feedback from pupils / teachers and parents on PS structure. 	DHT GIRFEC December 22
	Improving learner school experiences, feeling safe, valued and respected, through further whole school approaches to inclusion.	<ul style="list-style-type: none"> Achievement of RRSA silver status. <ul style="list-style-type: none"> Strand A teaching and learning about rights. Strand B ethos and relationships. Strand C participation, empowerment and action. Detailed action plan submitted to RRSA body. Submission of silver status. 	<p>DHT GIRFEC, HD & GW Term 4</p> <p>Term 1 – 4</p> <p>Term 1 – 4</p> <p>Term 1 – 3</p> <p>August 23</p>
		<ul style="list-style-type: none"> Achievement of LGBTQ+ bronze status. <ul style="list-style-type: none"> Submission of charter evidence Continuing anti-bullying work through Respect Me initiative. Evaluating the programme to reflect on the changes that have been made and identify any recommendations that can be taken forward. Creating a diverse group of young people who will be the evaluators. The group should be diverse & ideally consisting of different ages, genders, abilities to be inclusive. Anti-bullying questionnaires issued to pupils. 	<p>DHT GIRFEC Terms 1 - 4</p> <p>May 2023</p> <p>September 2022 – February 2023</p> <p>February 2023</p> <p>January 2023</p> <p>January 2023</p>
		<ul style="list-style-type: none"> Continuing anti-bullying work through MVP initiatives. <ul style="list-style-type: none"> Seniors trained. S1 training sessions. 	<p>DHT GIRFEC Term 1</p> <p>September 2022</p> <p>October 2022</p>
	Improving learner inclusion through work done to explore the preventative work and alternatives to exclusions and meeting learner needs.	<ul style="list-style-type: none"> Further development and review of enhanced transition program. <ul style="list-style-type: none"> Review of transitions programme 22. Launch of transition programme 22 – 23 to parents. Transition programme with pupils' term 3. 	<p>PTSS (SfL) Term 3</p> <p>Term 1</p> <p>Term 2</p> <p>Term 3</p>

		<ul style="list-style-type: none"> • Further development of whole school additional support for learning policy. <ul style="list-style-type: none"> ○ Engagement with staff. ○ Engagement with pupils and parents. ○ Policy launch by new timetable. 	PTSS (SfL) Term 4 Term 1 Term 2 Term 4
		<ul style="list-style-type: none"> • Further development of alternative to exclusion policy. (PEF Supported) <ul style="list-style-type: none"> ○ Engagement with staff. ○ Engagement with pupils and parents. ○ Policy launch by new timetable. 	PTSS BS Term 2 Term 1 Term 2 Term 4

For future consideration:

- Review and development of approaches to assessment in BGE focussing upon making sound judgements on progression in application, breadth and challenge.
- Review and development of opportunities for outdoor learning.