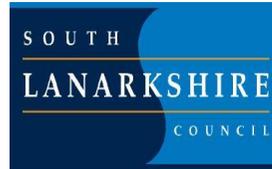


**Education Resources
Curriculum and Quality Improvement Service**

Establishment Improvement Plan 2019-2020

Duncanrig Secondary School





**Education Resources
Curriculum and Quality Improvement Service**

Contents

1. Establishment 3 Year Improvement Plan Overview
2. Establishment Strategic Improvement Plan
3. Establishment Operational Improvement Plan (Action Plan)
4. Establishment Maintenance Plan
5. Establishment PEF Plan

Overview of Establishment 3 Year Cycle of Improvement Plan Priorities

Sessions: 2018-2021

National Improvement Framework Key Priorities

- Improvement in attainment, particularly in literacy and numeracy;
- Closing the attainment gap between the most and least disadvantaged children;
- Improvement in children and young people's health and wellbeing; and
- Improvement in employability skills and sustained positive school leaver destinations for all young people.

National Improvement Framework Key Drivers	HGIOS 4 and Early Learning and Childcare Indicators	SLC Education Resources Themes
<ul style="list-style-type: none"> • School leadership • Teacher professionalism • Parental engagement • Assessment of children's progress • School improvement • Performance information 	<ul style="list-style-type: none"> • 1.1 Self Evaluation for self-improvement • 1.2 Leadership for learning • 1.3 Leadership of change • 1.4 Leadership and management of staff • 1.5 Management of resources to promote equity • 2.1 Safeguarding and child protection • 2.2 Curriculum • 2.3 Learning teaching and assessment • 2.4 Personalised support • 2.5 Family learning • 2.6 Transitions • 2.7 Partnership • 3.1 Ensuring wellbeing, equality and inclusion • 3.2 Raising attainment and achievement/Securing children's progress • 3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning 	Transforming Learning and Teaching
		Implementing Curriculum for Excellence
		Meeting the Needs of all Learners', GIRFEC and Statutory Duties
		Skills for Learning, Life and Work
		Professional Learning
		Leadership (Change and Improvement)

Strategic Priorities 3 Year Cycle

Improve the quality of learning, teaching and assessment across the school
 To ensure our curriculum meets the needs of all learners in Duncanrig Secondary School
 To improve our approaches to wellbeing, equality and inclusion of young people within the Duncanrig Learning Community

Strategic Improvement Planning for Establishment: Overview of Links to Key Policies

Session:

<p>National Improvement Framework Key Priorities</p> <ul style="list-style-type: none"> • Improvement in attainment, particularly in literacy and numeracy; • Closing the attainment gap between the most and least disadvantaged children; • Improvement in children and young people’s health and wellbeing; and • Improvement in employability skills and sustained positive school leaver destinations for all young people. 		<p>Collaboration and consultation</p> <table border="1"> <thead> <tr> <th>Who?</th> <th>When?</th> <th>How?</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	Who?	When?	How?									
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<p>National Improvement Framework Key Drivers</p> <ul style="list-style-type: none"> • School leadership • Teacher professionalism • Parental engagement • Assessment of children’s progress • School improvement • Performance information 	<p>HGIOS 4 and Early Learning and Childcare Indicators</p> <ul style="list-style-type: none"> • 1.1 Self Evaluation for self-improvement • 1.2 Leadership for learning • 1.3 Leadership of change • 1.4 Leadership and management of staff • 1.5 Management of resources to promote equity • 2.1 Safeguarding and child protection • 2.2 Curriculum • 2.3 Learning teaching and assessment • 2.4 Personalised support • 2.5 Family learning • 2.6 Transitions • 2.7 Partnership • 3.1 Ensuring wellbeing, equality and inclusion • 3.2 Raising attainment and achievement/Securing children’s progress • 3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning 	<p>SLC Education Resources Themes</p> <ul style="list-style-type: none"> Transform Learning and Teaching/Implement CfE Meeting the Needs of all Learners’, GIRFEC and Statutory Duties Skills for Learning, Life and Work Professional Learning Leadership (Change and Improvement) 												

Strategic Improvement Planning for Establishment: Overview of Strategic Priorities for Session: 2019-20

Strategic Priority	Intended Impact	Measures of Success	Actual Impact
Improve the quality of learning, teaching and assessment across the school	Improve the quality and consistency of learner's experiences. To raise attainment and achievement for all young people	Attainment for all Attainment in literacy and numeracy	
To ensure our curriculum meets the needs of all learners in Duncanrig Secondary School	Improved pathways for learners across senior phase. Improved progression from BGE-SP Improve opportunities for young people to develop skills for learning, life and work Improved attainment in lit/num in S3	Improvements in attendance Improvements in attainment for all Improvements in positive destinations Increased number of vocational qualifications offered Increased number of young people engaged with FA and school link courses in SL College Reduction in exclusions	
To improve our approaches to wellbeing, equality and inclusion of young people within the Duncanrig Learning Community	Pupil support systems and structures to better meet the needs of all young people. Young people have a clear role in school improvement and lead on aspects of this across the school	Improvements in attendance Improvements in attainment for all Improvements in positive destinations Improvement in attainment of young people who are LAAC and who have ASN	

		Young people actively involved in leading school improvement	
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Operational Improvement Planning (Action Plan) for Establishment:

Session: 2019-20

Strategic Priority 1: Improve the quality of learning, teaching and assessment across the school

National Improvement Framework Key Priorities

- Improvement in attainment, particularly in literacy and numeracy;
- Closing the attainment gap between the most and least disadvantaged children;
- Improvement in children and young people's health and wellbeing; and
- Improvement in employability skills and sustained positive school leaver destinations for all young people.

National Improvement Framework Key Drivers	HGIOS 4 and Early Learning and Childcare Indicators	SLC Education Resources Themes
<ul style="list-style-type: none"> • School leadership • Teacher professionalism • Parental engagement • Assessment of children's progress • School improvement • Performance information 	<ul style="list-style-type: none"> • 1.1 Self Evaluation for self-improvement • 1.2 Leadership for learning • 1.3 Leadership of change • 1.4 Leadership and management of staff • 1.5 Management of resources to promote equity • 2.1 Safeguarding and child protection • 2.2 Curriculum • 2.3 Learning teaching and assessment • 2.4 Personalised support • 2.5 Family learning • 2.6 Transitions • 2.7 Partnership • 3.1 Ensuring wellbeing, equality and inclusion • 3.2 Raising attainment and achievement/Securing children's progress • 3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning 	Transform Learning and Teaching/Implement CfE
		Meeting the Needs of all Learners', GIRFEC and Statutory Duties
		Skills for Learning, Life and Work
		Professional Learning
		Leadership (Change and Improvement)

	Key Actions (How)	Intended Impact/Outcomes	Lead	Timescale
Develop a shared understanding of high quality learning and teaching.	<ul style="list-style-type: none"> • Launch of 'the Duncarrig lesson' as an agreed expectation of learning and teaching standards • Engage all staff in Tapestry Pedagogy for Equity Programme. • Develop improved systems to observe practice across the school through introduction of tri-learning approach. • Develop new approaches to sharing practice • Pilot 'How To' CLPL programme in collaboration with Strathclyde University 	<p>All staff have a shared understanding of the features of high quality learning and teaching.</p> <p>Learners experience consistent, high quality learning and teaching across the school.</p> <p>There is an improving trend in attainment and achievement. All staff have access to high quality CLPL.</p> <p>Staff work effectively as a team, there is a strong ethos of sharing practice and of peer support and challenge</p> <p>We have accurate intelligence about the quality of learning and teaching across our school.</p>	C Collins	April 2020
Improve staff understanding of assessment practice and standards across 3 rd level.	<ul style="list-style-type: none"> • Engage all staff in EK BGE 	We have a shared expectation of standards to be achieved across the BGE	T McDermott	April 2020

	<p>Collaborative Year 2.</p> <ul style="list-style-type: none"> • Further training will be delivered to PTS with a particular focus on embedding literacy in high level planning and providing high quality feedback • provide exemplification of achievement of a level for a borderline candidate at level 3 for the moderation event in May • pilot four stages of progression reporting with new SEEMIS P&A tool across four depts.. 	<p>Staff use a variety of assessment approaches to allow learners to demonstrate their knowledge and skills.</p> <p>A quality body of evidence is used to support assessment judgements and decisions about next steps</p> <p>Processes for assessment and reporting are manageable and very effective in informing learning and teaching.</p>		
<p>Develop digital learning Strategy</p>	<ul style="list-style-type: none"> • Increase the use of google classroom across the school • Provide CLPL sessions on GLOW available to all staff 	<p>Learning is enriched and supported by our effective use of digital technologies.</p> <p>All staff are confident in the use of digital technologies and can evidence impact through their teaching.</p>	<p>I Boyd/C Collins</p>	<p>April 2020</p>

	<ul style="list-style-type: none"> • Pilot new google site for Registration • Pilot Show my Homework app across the school 	School achieves Digital Schools Award		
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Operational Improvement Planning (Action Plan) for Establishment: Session: 2019-20

Strategic Priority 2: To ensure our curriculum meets the needs of all learners in Duncanrig Secondary School.

National Improvement Framework Key Priorities		
<ul style="list-style-type: none"> • Improvement in attainment, particularly in literacy and numeracy; • Closing the attainment gap between the most and least disadvantaged children; • Improvement in children and young people’s health and wellbeing; and • Improvement in employability skills and sustained positive school leaver destinations for all young people. 		
National Improvement Framework Key Drivers	HGIOS 4 and Early Learning and Childcare Indicators	SLC Education Resources Themes
<ul style="list-style-type: none"> • School leadership • Teacher professionalism • Parental engagement • Assessment of children’s progress 	<ul style="list-style-type: none"> • 1.1 Self Evaluation for self-improvement • 1.2 Leadership for learning • 1.3 Leadership of change • 1.4 Leadership and management of staff • 1.5 Management of resources to promote equity • 2.1 Safeguarding and child protection • 2.2 Curriculum • 2.3 Learning teaching and assessment • 2.4 Personalised support • 2.5 Family learning 	Transform Learning and Teaching/Implement CfE
		Meeting the Needs of all Learners’, GIRFEC and Statutory Duties
		Skills for Learning, Life and Work

<ul style="list-style-type: none"> • School improvement • Performance information 	<ul style="list-style-type: none"> • 2.6 Transitions • 2.7 Partnership • 3.1 Ensuring wellbeing, equality and inclusion • 3.2 Raising attainment and achievement/Securing children's progress • 3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning 	Professional Learning Leadership (Change and Improvement)
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Aim	Key Actions (How)	Intended Impact/outcomes	Lead	Timescale
Improve opportunities for young people to develop skills for learning, life and work.	<ul style="list-style-type: none"> • Fully implement My WOW within PSE • Develop role of My WOW Ambassadors • Fully implement the Career Education Standard including new careers education programme in PSE 	The school meets the entitlements and expectations of the Career Education Standard. Young people experience rich work-based learning opportunities in line with the Work Placement Standard. Young people report improved knowledge and understanding of careers education and work-based learning.	I Boyd D Sinclair	April 2020

	<ul style="list-style-type: none"> • Fully implement the Work Experience Standard 	Improving trend in positive destinations.		
Improve opportunities for personal achievement across the four contexts for learning	<ul style="list-style-type: none"> • Develop progressive skills framework across the four contexts for learning • Investigate whole-school approach to personal achievement using examples of good practice. • Develop tracking system to track and monitor participation and engagement • Develop approaches to share success and celebrate achievement 	<p>There are progressive opportunities for young people to develop their skills and accredit personal achievement across the school.</p> <p>Data gathered on young people's personal achievements informs planning across the four contexts</p> <p>Young people's achievements and success are celebrated and shared across the school Almost all young people leave Duncanrig with one or more personal development awards.</p>	I Boyd DSinclair MMcCabe	April 2020

<p>Improve our senior phase curriculum to ensure all young people have appropriate pathways that lead to sustainable destinations.</p>	<ul style="list-style-type: none"> • Develop the SCQF Ambassador programme • Pilot introduction of a range of NPA awards. • Implement new options processes for S3-Senior Phase • Develop S6 Learning Platform • Implement new Career Education Programme including SQA Employability Award in S3 PSE. • Build capacity in middle leaders to lead curriculum planning through involvement in the SCEL ML programme • Pilot STEM Leader programme to support transitions 	<p>There is an improving trend in leavers moving onto and sustaining a positive destination.</p> <p>There is an improving trend in attainment of young people with ASN</p> <p>There is an increase in the number of young people accessing school-link college courses.</p> <p>There in an increase in the number of young people undertaking foundation apprenticeships</p> <p>There is an improving trend in attainment at Advanced Higher level</p> <p>There are increased number of vocational courses and pathways offered by depts.</p> <p>Middle Leaders report improved confidence in strategic planning</p>	<p>A Alexander A Widdowson LMcRoberts I Boyd M McCabe L Obre (CSB)</p>	
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Operational Improvement Planning (Action Plan) for Establishment:

Session: 2018-19

Strategic Priority 3: To improve our approaches to wellbeing, equality and inclusion of young people within the Duncannig Learning Community

National Improvement Framework Key Priorities

- Improvement in attainment, particularly in literacy and numeracy;
- Closing the attainment gap between the most and least disadvantaged children;
- Improvement in children and young people's health and wellbeing; and
- Improvement in employability skills and sustained positive school leaver destinations for all young people.

National Improvement Framework Key Drivers	HGIOS 4 and Early Learning and Childcare Indicators	SLC Education Resources Themes
<ul style="list-style-type: none"> • School leadership • Teacher professionalism • Parental engagement • Assessment of children's progress • School improvement • Performance information 	<ul style="list-style-type: none"> • 1.1 Self Evaluation for self-improvement • 1.2 Leadership for learning • 1.3 Leadership of change • 1.4 Leadership and management of staff • 1.5 Management of resources to promote equity • 2.1 Safeguarding and child protection • 2.2 Curriculum • 2.3 Learning teaching and assessment • 2.4 Personalised support • 2.5 Family learning • 2.6 Transitions • 2.7 Partnership • 3.1 Ensuring wellbeing, equality and inclusion • 3.2 Raising attainment and achievement/Securing children's progress • 3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning 	Transform Learning and Teaching/Implement CfE
		Meeting the Needs of all Learners', GIRFEC and Statutory Duties
		Skills for Learning, Life and Work
		Professional Learning
		Leadership (Change and Improvement)

	Key Actions (How)	Intended Impact/outcomes	Lead	Timescale
Improve school ethos and sense of community	<ul style="list-style-type: none"> • Work towards re-accreditation of RRS bronze level. 	All stakeholders are involved in the development of our revised vision and values (through RRS)	MMcCabe AWiddowson AAlexander	

	<ul style="list-style-type: none"> • Pilot new positive behavior strategy and merit week. • Launch Duncanrig Registration Site to improve communication • Develop House System including inter-house competitions • Develop approaches to celebrate success an achievement of young people • Achieve LGBT Charter 	<p>The vision of the school is ambitious and focuses on improvements in outcomes for all young people</p> <p>All staff have an improved understanding of the social, cultural and economics context of the school and this shapes the visions for the future.</p> <p>Our school and wider community promotes and sustains and aspirational vision which underpins our continuous improvement.</p> <p>Young people report improved opportunities to celebrate success.</p> <p>Almost all young people report that the school is supporting them in becoming more confident.</p>		
<p>Improve the impact of pupil voice on school improvement</p>	<ul style="list-style-type: none"> • Develop new Pupil Council • Implement whole-school departmental pupil surveys on LTA • Develop the Pupil Ambassador programme 	<p>Pupil participation is a strong feature of our approach to self-evaluation and improvement</p> <p>Young people report improvements in the impact of the Pupil Council on school improvement.</p>	<p>A Alexander</p>	<p>April 2020</p>

	building on success of PS Captains	Young people take lead roles in areas of school improvement		
Improve arrangements for supporting pupils through universal and targeted support.	<ul style="list-style-type: none"> • Implement new Integrated Pupil Support approach including development of 'The Rig' support provision • Work towards achieving the Nurturing Schools Award • Develop ASD Friendly School approach • Embed the use wellbeing indicators across whole school for assessment of need and intervention • Extend pilot ASN transition work with FYCL and Specialist Support 	<p>Staff make effective use of staged intervention processes and the named person service to ensure young people's needs are met.</p> <p>Children requiring additional support have high quality individualised and meaningful progression pathways.</p> <p>There is an improving trend in attainment and achievement of young people with ASN</p> <p>There is an improving trend of young people entering positive destinations, in particular young people with ASN and in receipt of FME</p> <p>There is an improving trend in the attainment of young people who are care experienced</p>	Martin McCabe	April 2020

	<ul style="list-style-type: none"> • Launch new Duncanrig Anti-bullying policy • Continue to develop whole-school approach to mental health involving Mental Health Ambassadors • Develop policy statement to support Cost of the School Day 	<p>There is a reduction in exclusions</p> <p>There is an improvement in attendance, particularly for those young people with ASN and in receipt of FME</p> <p>Almost all young people agree that the school deals well with bullying.</p> <p>Almost all young people agree that the school helps me to feel safe</p>		
<p>Improve tracking, monitoring and interventions for vulnerable learners</p>	<ul style="list-style-type: none"> • Implement new tracking procedures for attendance • Implement tracking and monitoring of young people with ASN and those Care Experienced • Increase the range of targeted supports available to support young people within a 	<p>Average school attendance will improve by 1%</p> <p>There will be a reduction in the number of young people with attendance below 85% in S1-3 from 14% to 11%.</p> <p>Tracking and monitoring is well understood by all stakeholders and is used effectively to improve outcomes for our most vulnerable young people (SIM3/4,LAAC, ASN).</p>	<p>MMcCabe LMcroberts</p>	<p>April 2020</p>

	mainstream setting.	<p>There is an improving trend of young people entering positive destinations, in particular young people with ASN, in receipt of FME and care experienced.</p> <p>All learners leave Duncannrig with a minimum of 7 N3 qualifications and Lit/Num N4</p>		
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Establishment Maintenance Improvement Planning

Session: 2019-20

National Improvement Framework Key Priorities

- Improvement in attainment, particularly in literacy and numeracy;
- Closing the attainment gap between the most and least disadvantaged children;
- Improvement in children and young people’s health and wellbeing; and
- Improvement in employability skills and sustained positive school leaver destinations for all young people.

National Improvement Framework Key Drivers	HGIOS 4 and Early Learning and Childcare Indicators	SLC Education Resources Themes
<ul style="list-style-type: none"> • School leadership 	<ul style="list-style-type: none"> • 1.1 Self Evaluation for self-improvement • 1.2 Leadership for learning 	Transform Learning and Teaching/Implement CfE

<ul style="list-style-type: none"> • Teacher professionalism • Parental engagement • Assessment of children's progress • School improvement • Performance information 	<ul style="list-style-type: none"> • 1.3 Leadership of change • 1.4 Leadership and management of staff • 1.5 Management of resources to promote equity • 2.1 Safeguarding and child protection • 2.2 Curriculum • 2.3 Learning teaching and assessment • 2.4 Personalised support • 2.5 Family learning • 2.6 Transitions • 2.7 Partnership • 3.1 Ensuring wellbeing, equality and inclusion • 3.2 Raising attainment and achievement/Securing children's progress • 3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning 	Meeting the Needs of all Learners', GIRFEC and Statutory Duties
		Skills for Learning, Life and Work
		Professional Learning
		Leadership (Change and Improvement)

Key Actions (from previous plans)

Family Learning – continue to build on good practice identified from session 2017-18
Tracking and monitoring across the senior phase
Self-evaluation procedures

