

Context of the school:

Our School

Our school is a six-year, non-denominational, comprehensive school located in the Westwood area of East Kilbride. We are part of the Duncanrig Learning Community, which comprises Duncanrig Secondary School, our 9 associated primary schools, early years partners and bases that provide specialist additional services. Within our school we also have a supported learning provision for young people with additional support needs. The support base is a council-wide resource and pupils are accepted into the unit through council referral systems.

The school has a current roll of approximately 1700 pupils of whom approximately 17% receive free school meals. 25% of our current school population is in receipt of clothing grant. At Duncanrig Secondary we strive to provide a safe and secure learning environment that gives all young people an equal opportunity to fulfil their potential and prepare them for life after school. We have a wide and varied range of extra-curricular activities and we encourage all children to participate and develop new interests and skills in their lives. These activities are also important in developing our school's sense of community, building positive relationships between staff and pupils, and providing an opportunity for young people to experience success across a wide variety of contexts for learning. They also provide an opportunity for many young people to take and gain experience of responsibility and leadership.

We are a Sport Scotland Gold Award winning school. We hold the silver Charter Award from LGBT Scotland and were recently awarded the Scottish Digital Schools Award.



Review of progress for session Aug 2020- March 2021

School priority 1: Improve the quality of learning, teaching and assessment across the school.

NIF Priority

Improvements in attainment, particularly in literacy and numeracy

NIF Driver

School Improvement

Assessment of children's progress

HGIOS?4 QIs

3.2 Raising attainment and achievement

2.3 Learning, teaching and assessment

2.2 Curriculum

Strategies

Develop a shared understanding of high-quality learning and teaching across all staff through the development of 'The Duncanrig Lesson'.

Develop improved systems to observe practice through introduction on tri-learning approach.

Develop staff skills and knowledge around blended learning approaches, building on improvements made through remote learning March-June 2020

Engage all staff in EK BGE Collaborative Year 3

Develop a shared language for assessing progress within the BGE and align to new tracking system.

Achieve Digital Schools Award

Progress/Impact

All work on the assessment and moderation programme was re-directed to support the senior phase Alternative Curriculum Model this session. Extensive work has taken place since September around assessment and moderation of NQs to support the model this year. All Principal Teachers have undertaken moderation training in line with our 4 stage model. All teachers have taken part in SLC training event on the ACM and are confident in their role this year.

This session, we have piloted the new Seemis Progress and Achievement Reporting system for the first time across S1-3. Initial roll out has been a success however we require to revisit the language of assessment and progress next session to reflect reporting

At the start of last session, a Google Classroom was set up to facilitate sharing of good practice and professional learning in digital learning and blended approaches. CLPL events have taken place with almost all staff engaging in sharing new practice. This session, 12 staff have completed the Google Educator Award and several have just started the training. Each dept has appointed a Digital Champion who has a role in developing and supporting practice across their dept. As a result of the second lockdown in January 2020, we have seen an acceleration in the development of digital skills across our teaching staff. Most recently we have been awarded the Digital Schools Award.

Next Steps:

Re-engage teachers with the BGE Collaborative work around level 3.

Develop CLPL on learning, teaching and assessment to support the implementation of double periods across the school.

Develop capacity in Middle Leaders to lead learning and teaching across their department. Engage all ML in coaching programme focused on leading learning, teaching and assessment.

Develop approaches to observing practice, building on tri-learning approach.

Establish shared language of assessing progress and align to new seemis system.

Develop programme of approaches to CLPL including post NQT programme and aspiring DHT, Professional Seminars

School priority 2: To ensure the curriculum meets the needs of all learners at Duncanrig Secondary School.

NIF Priority

Closing the attainment gap between the most and least disadvantaged children

NIF Driver

School Improvement

HGIOS?4 QIs

2.2 Curriculum

Strategies

Fully implement the Careers Education Standard

Fully implement Work Experience Standard

Fully implement my WOW

Develop progressive skills framework across 4 contexts for learning

Develop whole-school approaches to personal achievement

Develop tracking and monitoring of personal achievement

Develop SCQF Ambassador programme

Develop and implement numeracy transition programme using Education Scotland STEM grant funding

Progress/Impact

My WOW implemented through all year groups PSE

Careers Education programme fully implemented in PSE

Primary numeracy programme continued throughout the year online with positive success.

Skills framework developed (not yet launched due to reshaping priorities over lockdown)

Development of Curriculum Working Group which has initially focused on learner pathways and the development of ideas to support moving to double period model.

Full consultation undertaken with staff, pupils and Parents on the curriculum model implemented through Covid (double periods) and the next steps with this.

Piloted Legal Studies course in S4 with South Lanarkshire College

Piloted Personal Development Award for young people in S3

Scottish Baccalaureate in Science undertaken for the first time.

YPI programme piloted across S3

Next Steps:

Review and revise school vision and values that will impact on curriculum planning

Implement 'work out' programme for young people in S4

Develop and pilot Learning for Sustainability IDL approach.

Develop the SCQF Ambassador programme engaging young people across the school.

Develop and implement skills framework across 4 contexts for learning.

Develop whole-school approaches to personal achievement

Develop tracking and monitoring of personal achievement

Develop progressive pathways for literacy and numeracy across the senior phase

Develop intervention approaches for literacy and numeracy across S1/2

School priority 3: To improve our approaches to wellbeing, equality and inclusion of young people within the Duncanrig Learning Community

NIF Priority

Improvement in children and young people's health and wellbeing

NIF Driver

School Improvement

HGIOS?4 QIs

3.1 Ensuring wellbeing, equality and inclusion

3.2 Raising attainment and achievement

Strategies

Improve school ethos and sense of community

Improve the impact of pupil voice on school improvement

Improve arrangements for supporting pupils through universal and targeted support

Improve tracking and monitoring of vulnerable learners

Progress/Impact

ASD Champion role developed, and initial scoping work completed

Care-experienced Champion role developed, and initial work started with Who Cares Scotland

PT Targeted Support role revised and additional SSAs allocated to key roles within Pupil Support

Pupil consultation on values completed

YPI programme piloted with S3

Universal support through lockdown included wellbeing events and days, contact with PS Teacher and families on rolling programme, focused PSE inputs

Targeted support included access to IT for those who required it, financial support, literacy packs sent o homes, access to school counsellor, online GC set up though Pupil Support to provide 1:1 and group for young people struggling to cope with online learning across all subjects, access to school hub.

Decline in the number of exclusions has continued.

Next Steps:

Implement improved T&M for Care Experienced young people

Implement improved T&M for young people with ASN

Increase range of targeted support for young people within a mainstream setting

Develop role of Family Liaison Officers to support attendance and engagement.

Develop Duncanrig Online School model to engage young people most at risk and where attendance is a concern.

Develop and implement a range of targeted interventions across BGE with focus on wellbeing and positive engagement.

Develop the role of Campus Police Officer with enhanced input to PSE and targeted intervention programmes.

Develop ASD Friendly School approaches

Achieve Nurturing Schools Award

Improve attendance tracking and monitoring approaches with introduction of attendance support roles x8

National priority: How we are ensuring Excellence and Equity?

Strategies

Raising attainment in literacy and numeracy
Improving the wellbeing of our young people
Raise attainment levels and improve post-school progression

Progress

Interventions that have taken place over this year to support young people at risk of missing out include;

- Readingwise
- Reciprocal Reading
- Family learning literacy
- Improving vocabulary departmental work
- Paired reading
- Numeracy moderation
- ED Sco project
- Family learning Numeracy
- Campus Officer
- Counselling
- LIAM programme
- Soft start
- Enhanced transition
- Forrest School
- Tree of Knowledge
- Give us a Break
- Barista
- PT HWB role
- DYW targeted support

We have a continued decline in school exclusions over the past three years and a reduction in referrals to out with placement.
Attainment continues to increase across all levels.

Next Steps:

Significant investment through PEF to develop curriculum models and support for those most at risk of missing out, targeted supports include;

- Literacy and numeracy staffing (0.4) each to focus on targeted interventions for S1/2 after assessment of need.
- Implementation of Work Out programme and bespoke curriculum offer for young people in S4 under S4 Achieve Programme
- Implementation of a range of HWB targeted interventions including cycling initiative, football academy, outdoor learning, personal development awards, LIAM, Barista, MVP
- Continue to work with departments on curriculum planning to ensure provision is available for all levels and bespoke pathways are developed.
- Focused work on improving attendance with targeted interventions to improve the % young people with attendance below 85%.
- Improved tracking and intervention for young people with ASN

