

# Duncanrig Secondary School

Improvement Plan Session 2021-22



## Duncanrig Secondary School

### Self-evaluation for self-improvement

#### The virtuous cycle of improvement



This improvement plan forms the basis of our school approach to improving outcomes for all learners at Duncanrig Secondary School. The plan has been developed in collaboration with stakeholders and takes account of rigorous self-evaluation practice, national and local priorities. The rationale for improvement can be found within school self-evaluation data and is evident throughout the plan.

Monitoring and evaluating the impact of improvement priorities is key and we will use a range of strategies to gather data on improvements for all learners linked to targets. Progress towards these will feature within the Standard and Quality report in June 2022.

**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"> <li>• School leadership</li> <li>• Teacher professionalism</li> <li>• Parental engagement</li> <li>• Assessment of children’s progress</li> <li>• School improvement</li> <li>• Performance information</li> </ul>	<ul style="list-style-type: none"> <li>• 1.1 Self Evaluation for self-improvement</li> <li>• 1.2 Leadership for learning</li> <li>• 1.3 Leadership of change</li> <li>• 1.4 Leadership and management of staff</li> <li>• 1.5 Management of resources to promote equity</li> <li>• 2.1 Safeguarding and child protection</li> <li>• 2.2 Curriculum</li> <li>• 2.3 Learning teaching and assessment</li> <li>• 2.4 Personalised support</li> <li>• 2.5 Family learning</li> <li>• 2.6 Transitions</li> <li>• 2.7 Partnership</li> <li>• 3.1 Ensuring wellbeing, equality and inclusion</li> <li>• 3.2 Raising attainment and achievement/Securing children’s progress</li> <li>• 3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning</li> </ul>	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)

<b>Learning Provision</b>	<b>Quality Indicators:</b> <b>1.1/2.3/3.2</b> <b>NIF priority:</b> <b>Attainment/Literacy/HWB/Employability</b>
<b>Learning, Teaching and Assessment</b>	
<b>School Priority</b> <ul style="list-style-type: none"> <li>Improve the quality of learning, teaching and assessment across the school</li> </ul>	

<b>Aims</b>	<b>Implementation Strategies</b>	<b>Impact/Outcome/Evidence</b>	<b>Who</b>	<b>When</b>	<b>Progress March 2021</b>
To develop a shared understanding of high quality Learning, Teaching and Assessment	<ul style="list-style-type: none"> <li>Engage Middle Leaders (Curriculum) in Osiris Learning and Teaching programme.</li> <li>Develop improved systems to observe practice across the school through development of tri-learning approach.</li> <li>Support teachers to develop pedagogy in line with the move to double-period model.</li> <li>Continue to develop digital learning strategies</li> </ul>	<p>Middle Leaders are empowered to lead improvements in learning and teaching across their depts and whole school.</p> <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.</p> <p>Staff work effectively as a team, there is a strong ethos of sharing practice and of peer support and challenge</p>	TMcDermott CCollins	By May 2022	

		<p>We have accurate intelligence about the quality of learning and teaching across our school.</p> <p>Learning is enriched and supported by effective use of digital technologies.</p>			
<p>Improve staff understanding of assessment practice and standards across 3<sup>rd</sup> level.</p>	<ul style="list-style-type: none"> <li>• Re-engage all staff in EK BGE Collaborative Year 3</li> <li>• Provide exemplification of achievement of a level for a borderline candidate at level 3 for the moderation event in May.</li> <li>• Establish a shared language of assessing progress in the BGE and align with new seemis tracking system</li> </ul>	<p>We have a shared expectation of standards to be achieved across the BGE</p> <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>T McDermott</p>	<p>May 2022</p>	

<p>Improve our approaches to career-long professional learning including collegiate working</p>	<ul style="list-style-type: none"> <li>• Develop Duncanrig professional learning model in line with new GTCS guidance.</li> <li>• Introduce Aspiring DHT programme and Professional Seminars to support staff CLPL</li> <li>• Update all PRD materials to include new GTCS standards.</li> </ul>	<p>The school has a range of effective systems and structures to facilitate regular collegiate working to maximize opportunities for staff learning within and beyond school.</p> <p>All staff participate in individual and collective professional learning which improves outcomes for learners.</p> <p>Staff engage regularly in professional dialogue to develop collective understanding. For example, shared understanding of standards, pedagogy, assessment and strategies for raising attainment.</p>	<p>C Collins</p>	<p>May 2022</p>	
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<b>Learning Provision</b>	<b>Quality Indicators:</b> 1.1/1.2/2.2/3.1/3.2/3.3 <b>NIF priority:</b> <b>Attainment/Literacy/Employability/HWB</b>
<b>Curriculum</b>	
<b>School Priority</b> <ul style="list-style-type: none"> <li>To ensure our curriculum meets the needs of all learners in Duncanrig Secondary School</li> </ul>	

Aims	Implementation Strategies	Impact/Outcome/Evidence	Who	When	Progress Feb 2021
Improve opportunities for young people to develop skills for learning, life and work.	<ul style="list-style-type: none"> <li>Develop role of My WOW Ambassadors</li> <li>Fully implement the Work Experience Standard including in-school work experience programme for vulnerable learners</li> <li>Develop and implement S4 leavers programme including 'work out' programme.</li> <li>Develop school website area focused on Futures and pathways planning. Update options information to support senior phase planning across 3 years.</li> </ul>	<p>The school meets the entitlements and expectations of the Career Education Standard.</p> <p>Young people experience rich work-based learning opportunities in line with the Work Placement Standard.</p> <p>Young people report improved knowledge and understanding of careers education and work-based learning.</p> <p>Improving trend in positive destinations.</p>	I Boyd A Alexander	May  2022	

<p>Improve opportunities for personal achievement across the four contexts for learning</p>	<ul style="list-style-type: none"> <li>• Develop progressive skills framework across the four contexts for learning</li> <li>• Develop a progressive, whole-school approach to personal achievement that is accredited throughout.</li> <li>• Develop tracking system to track and monitor participation and engagement</li> <li>• Develop approaches to share success and celebrate achievement</li> <li>• Develop IDL approach that is progressive and is focused on school values and learning for sustainability</li> </ul>	<p>Improved attainment and destinations for young people with ASN (mainstream)</p> <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</p> <p>Almost all young people leave Duncanrig with one or more personal development awards.</p> <p>Young people have the opportunity to engage with high quality IDL.</p>	<p>A Alexander</p>		
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<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"> <li>• Develop the SCQF Ambassador programme focusing on further staff development</li> <li>• Support depts. to identify and pilot NPA awards within the senior phase.</li> <li>• Develop digital school offer for young people most at risk of missing out</li> <li>• Improve skill development in literacy and numeracy in a progressive way across the curriculum. (see PEF plans for Lit/num</li> </ul>	<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 is an increase in the number of young people undertaking foundation apprenticeships</p> <p>There is an improving trend in attainment at Advanced Higher level There are increased number of vocational courses and pathways offered by depts.</p> <p>Middle Leaders report improved confidence in strategic planning</p>	<p>AWiddowson SAtkins</p>	<p>May 2022</p>	
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		There is an improving trend in literacy and numeracy attainment by point of exit			
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<b>Learning Provision</b>		<b>Quality Indicators: 1.1/1.2/2.2/3.1/3.2/3.3</b>			
<b>Successes and achievements</b>		<b>NIF priority:</b>			
<b>School Priority</b> To improve our approaches to wellbeing, equality and inclusion to meet the needs of all learners at Duncanrig		<b>Attainment/Literacy/Employability/HWB</b>			
<b>Aims</b>	<b>Implementation Strategies</b>	<b>Impact/Outcome/Evidence</b>	<b>Who</b>	<b>When</b>	<b>Progress Feb 2021</b>
Improve school ethos and sense of community	<p>Work towards re-accreditation of RRS bronze level through revision of school vision and values</p> <p>Revisit new positive behavior strategy and merit week. (halted due to covid)</p> <p>Develop House System including inter-house competitions</p> <p>Develop approaches to celebrate success an achievement of young people</p>	<p>All stakeholders are involved in the development of our revised vision and values (through RRS)</p> <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>	MMcCabe AAlexander	May 2022	

		Almost all young people report that the school is supporting them in becoming more confident.			
Improve the impact of pupil voice on school improvement	Develop new Pupil Council Implement whole-school departmental pupil surveys on LTA Develop the Pupil Ambassador programme building on success of PS Captains	Pupil participation is a strong feature of our approach to self-evaluation and improvement  Young people report improvements in the impact of the Pupil Council on school improvement.  Young people take lead roles in areas of school improvement	AAlexander	May 2022	
Improve arrangements for supporting pupils through universal and targeted support.	Implement new Integrated Pupil Support approach including development of 'The Rig' support provision including digital school offer for those most at risk of missing out  Achieve The Nurturing Schools Award  Develop ASD Friendly School approach  Embed the use wellbeing indicators across whole	Staff make effective use of staged intervention processes and the named person service to ensure young people's needs are met.  Children requiring additional support have high quality individualised and meaningful progression pathways.  There is an improving trend in attainment and achievement of young people with ASN  There is an improving trend of young people entering positive destinations, in particular young	M McCabe	May 2022	

	<p>school for assessment of need and intervention</p> <p>Develop the role of new Family Liaison Officer to support engagement of our most vulnerable families (see PEF plan)</p>	<p>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> <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>			
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<p>Improve tracking, monitoring and interventions for vulnerable learners</p>	<p>Improve outcomes for care experienced young people through involvement of Champions role.</p> <p>Implement tracking and monitoring of young people with ASN and those Care Experienced</p> <p>Implement new tracking procedures for attendance</p> <p>Increase the range of targeted supports available to support young people within a mainstream setting including the development of S1 transition class</p>	<p>Attainment of young people who have been care experienced improves.</p> <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>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 Duncanrig with a minimum of 7 N3 qualifications and Lit/Num N4</p>	<p>MMcCabe TGraham</p>	<p>May 2022</p>	
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