

## Standards and Quality Report 2018-19

School Name: Duncanrig Secondary 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, our associated primary schools, early years partners and bases that provide specialist additional services. We also have a Communications Support Base (CSB) for children with Autistic Spectrum Disorders. The 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 1600 pupils of whom approximately 13% receive free school meals. The school has a Head Teacher, 7 Depute Head Teachers, 24 Principal Teachers, 90 class teachers, a Chartered Librarian, 15 school support assistants and 7 office staff.

Duncanrig Secondary is a school where everyone is provided with opportunities to achieve their full potential. We are a school in which there is openness, equality, fairness, trust and mutual respect; a school in which there is participation and involvement, a sense of belonging and ownership, recognition for effort, contribution and a celebration of achievement and success. We have achieved Rights Respecting School status.

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. Our activities beyond the classroom include: pupil council, music and drama, public speaking and debating, radio and media, cookery, jewellery, science, engineering and technology, fundraising, mentoring and buddying, and a wide variety of sports. We are a Sport Scotland Gold Award winning school.

## The National Context for Education

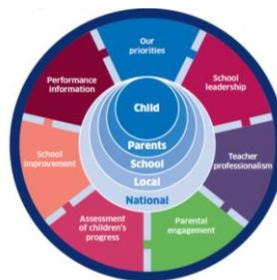
The National Improvement Framework (NIF) for Scottish Education sets out the Scottish Government’s vision to continually improve Scottish Education and to close the attainment gap, delivering both excellence and equity. Our school, working in partnership with South Lanarkshire Council is fully committed to delivering these ambitious aims.

The key priorities of the National Improvement Framework are:

- 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
- Improvement in employability skills and sustained, positive school leaver destinations for all young people

Key drivers of improvement have also been identified, these are:

- School leadership.
- Teacher professionalism.
- Parental engagement.
- Assessment of children’s progress.
- School improvement.
- Performance information.



South Lanarkshire Council’s overall vision is to “improve the quality of life of everyone in South Lanarkshire Council.”

Education Resources’ key purpose is to:

“Raise achievement and attainment, inspire learners, transform learning and work in partnership to strengthen our communities”

The priorities relating to this are:

- Deliver high-quality early learning and childcare to give our children the best educational start
- Raise standards in literacy, numeracy and close the poverty-related attainment gap.
- Improve health and wellbeing to enable children and families to flourish.
- Support children and young people to develop their skills for learning, life and work.
- Ensure inclusion and equality are at the heart of what we do.

Our school is committed to taking these priorities forward and developing each driver through our annual School Improvement Plan (SIP.)

## Assessment of children’s progress throughout the Broad General Education (to end of S3)

As one of the drivers, our school, alongside all schools in Scotland, has been required to report on Curriculum for Excellence levels for Literacy and Numeracy achieved by all children at the end of stages P1, P4, P7 and S3. This data is submitted to South Lanarkshire Council in June each year and collected subsequently by the Scottish Government. This data is based on teacher judgement, informed by a wide range of assessment evidence including standardised testing where appropriate. As from session 2016/17 all schools in Scotland will be required to participate in the new Scotland National Standardised Assessment (SNSA) project. This will further help inform teacher judgement of levels.

The following table shows benchmarks for children achieving Curriculum for Excellence Levels.

Level	Stage covering 3 years approx.
<b>Early</b>	The pre-school years and P1, or later for some.
<b>First</b>	To the end of P4, but earlier or later for some.
<b>Second</b>	To the end of P7, but earlier or later for some.
<b>Third and Fourth</b>	S1 to S3, but earlier for some. The Fourth Level broadly equates to Scottish Credit and Qualifications Framework level 4. The Fourth Level Experiences and Outcomes are intended to provide possibilities for choice and young people’s programmes will not include all of the Fourth Level outcomes.
<b>Senior Phase</b>	S4 to S6, and college or other means of study.

Some children and young people will start learning at these levels earlier and others later, depending upon individual needs and abilities. Many children not attaining National Levels will have an Additional Support Plan (ASP) and may be making good progress but against different milestones e.g. individual targets. Learning progress is not about how fast children move through the Levels but about ‘how much’ and ‘how well’ children learn, having depth and breadth of experiences at each level.

Assessment of these Levels is based on a wide variety of evidence and ways of measuring progress such as assessment of projects, general class work, observations and peer assessment. Where possible, children and young people are encouraged to be directly involved in the assessment process.

Schools and teachers work with others to set shared standards for assessing progress. These standards are based on National “Benchmarks” for each area of the curriculum. This process is called moderation and it ensures that schools have similar expectations.

## **Assessment of children's progress throughout the Senior Phase (S4-S6) including success of securing Positive Destinations beyond school.**

The Senior Phase, which takes place from S4 to S6 in schools and includes ages 16 to 18 out of school, is the phase when the young person will build up a portfolio of qualifications. It is the stage of education at which the relationship between the curriculum and National Qualifications becomes of key significance.

The Senior Phase enables young people to extend and deepen their learning and continue to develop skills for learning, life and work, through qualifications and also through a range of opportunities for personal development (for example work experience, volunteering etc.).

This stage supports young people in moving on to their post-school destination– whether that is college, university, training or employment.

Teachers will assess Senior Phase courses and units at **National 1 (SCQF level 1)** to **National 4 (SCQF level 4)**. SQA will verify the assessments to make sure they meet national standards. Courses at **National 5 (SCQF level 5)**, **Higher (SCQF level 6)** and **Advanced Higher (SCQF level 7)** levels will still include work that is assessed by teachers and lecturers, but learners will also have to pass a course assessment for these qualifications – usually a question paper and/or coursework that will be marked by the Scottish Qualifications Authority (SQA).

What follows is our school's data showing levels of achievement within both the Broad General Education (using teacher judgement information) and Senior Phase (using results of National Qualifications).

## Successes and Achievements

### 2018

The majority of pupils will be presented for course awards at National 4 (SCQF 4) or National 5 level (SCQF 5) in S4 and progress accordingly through S5 and S6. A small number of pupils will study some subjects at National 3 level and some young people may be studying at Higher level in S4.

Progress in secondary schools in Scotland is now measured using four National Benchmarking Measures and is based on information related to school leavers rather than cohorts. These four measures are:

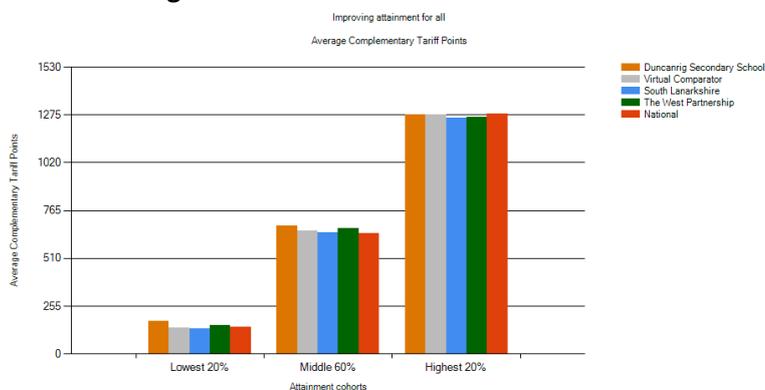
1. Improving attainment in Literacy and Numeracy
2. Leaver initial destinations: Increasing post-school participation
3. Improving attainment for all: The Average Tariff Score
4. Attainment versus deprivation: Tackling disadvantage by improving the attainment of low attainers compared to high attainers.

The results achieved by pupils in Duncanrig Secondary School are compared to the results of a virtual comparator. Some results are also shown against an average of all South Lanarkshire schools as well as results nationally. A virtual comparator is determined by the Scottish Government selecting at random 10 pupils from across Scotland with a similar background to one of our pupils. This is done for every pupil in S4 -S6 in Duncanrig Secondary. This enables a fair comparison with similar pupils nationally.

### Raising Attainment and Achievement

During the Senior Phase, pupils will be presented for National course awards or units from courses in subjects of their choice. When pupils pass a National course or complete units, they are awarded points which, when added together, become their tariff score. The higher the level of course they sit, the more points they are awarded. The charts below show the average tariff scores achieved by our pupils over the last three years.

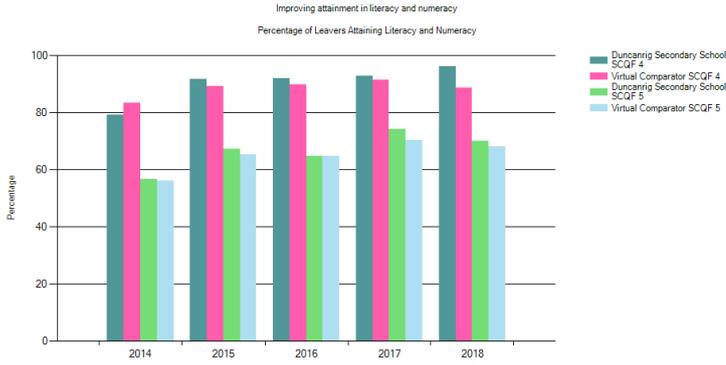
#### Average Tariff Points Leavers 2018



The chart shows that young people have performed better than the Virtual Comparator, National and South Lanarkshire averages within the highest, middle and lower attaining cohort.

### Improvements in Literacy and Numeracy

This chart shows the percentage of leavers achieving SCQF level 4 and 5 in Literacy and Numeracy. This is delivered in Duncanrig Secondary through the English and Maths departments.

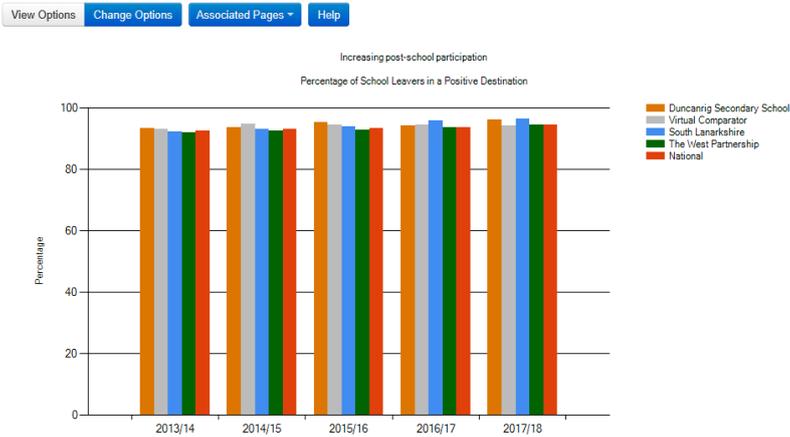


There is an improving trend in attainment in Literacy and Numeracy at SCQF level 4

The percentage of young people leaving Duncanrig with Literacy and Numeracy at Level 4 and Level 5 has increased over the past three years and in 2018 was higher than our comparator.

## Leaver Destinations

### National Benchmarking Measure: Leaver Initial Destinations



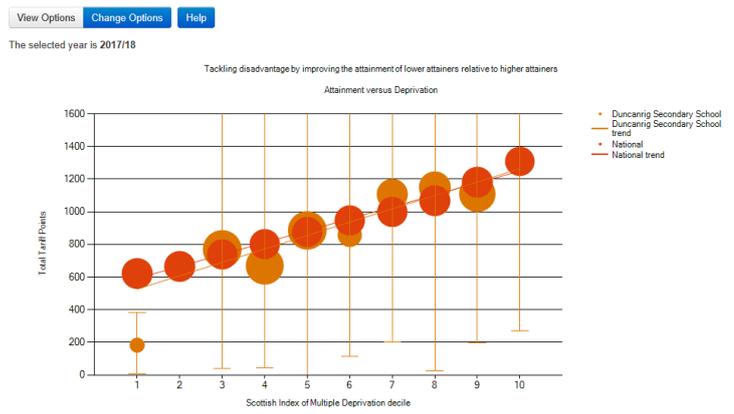
The percentage of young people securing a positive destination on leaving Duncanrig Secondary School has increased over the past five years with 2018 being our highest level to date. More young people are entering Higher Education and the figure is than our virtual comparator, National or local figures.

Establishment	Year	% Activity Agreement	% Employ	% Further Education	% Higher Education	% Not known	% Training	% Unemployed Not Seeking	% Unemployed Seeking	% Voluntary Work
Duncanrig Secondary School	2017/18	1.5	22.18	22.18	47.74	0.00	2.63	1.13	2.63	0.00
Virtual Comparator	2017/18	0.98	24.51	23.68	42.07	0.45	2.26	1.5	3.91	0.64
South Lanarkshire	2017/18	3.47	22.11	23.16	44.87	0.18	2.61	1.11	2.3	0.18
The West Partnership	2017/18	1.2	20.02	25.01	45.14	0.28	2.49	1.34	3.93	0.58
National	2017/18	1.2	22.67	26.54	41.16	0.44	2.13	1.34	3.83	0.68

### Attainment versus Deprivation

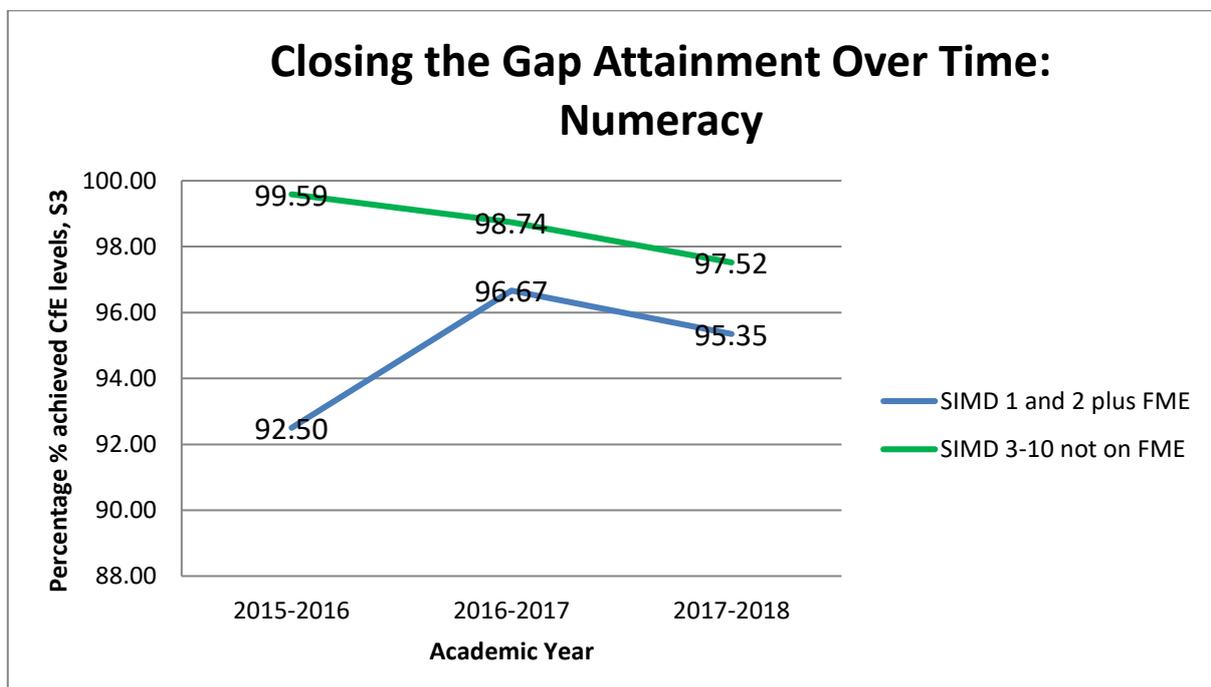
This graph shows the performance of pupils from various backgrounds and compares their attainment with pupils nationally. The data is based on the Scottish Index of Multiple Deprivation where decile 1 would be the most deprived and decile 10 the least deprived. The larger the dot, the greater the number of children living in that decile.

#### National Benchmarking Measure: Attainment versus Deprivation

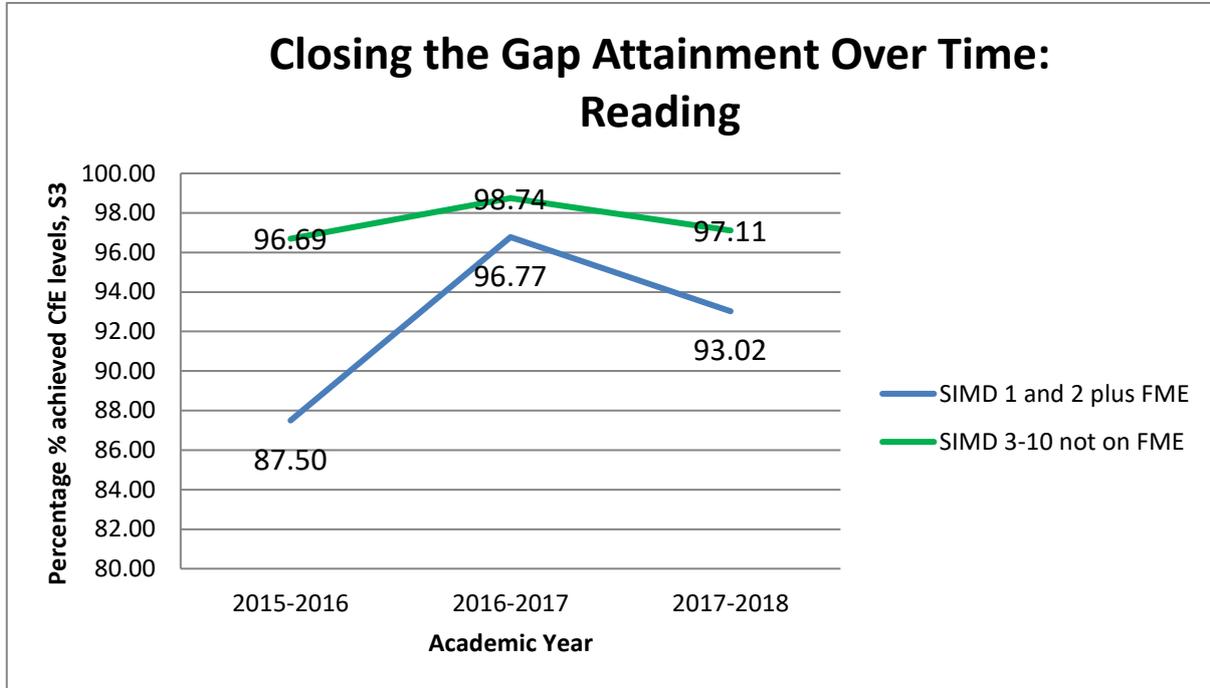


Young people perform broadly in line with the National average across almost all deciles.

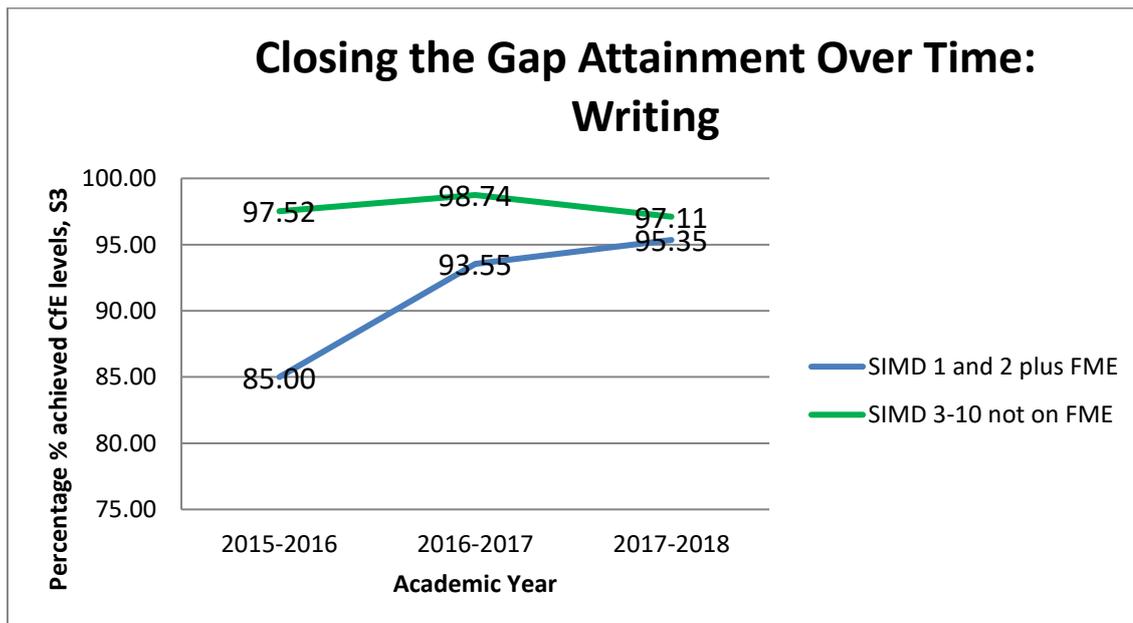
Attainment data - Attainment of Numeracy Curriculum for Excellence levels 2016/17 and 2017/18 (teacher judgement).



Attainment data - Attainment of Literacy Curriculum for Excellence levels 2016/17 and 2017/18 (teacher judgement).



Attainment data - Attainment of Literacy Curriculum for Excellence levels 2016/17 and 2017/18 (teacher judgement).



The graphs show our S1-S3 school poverty-related attainment gap over time. This information is a collation of the % of children who are achieving expected CfE levels at S3 according to teacher professional judgement. We have made the biggest progress within writing, whilst the smallest progress has been in reading. As a result reading has been a focus for this year's funding with additional resources and support being targeted to Readingwise programmes and Reciprocal Reading.

Numeracy interventions will be implemented this year with a focus on moderation of numeracy assessments with Primary colleagues along with targeted work on the Number Talks approach across S1/2/ We have also bid for funding from the STEM programme to support numeracy transition work.

**Interventions and progress towards closing the poverty-related attainment gap 2018-19**

**Intervention 1  
Raising Attainment Literacy and Numeracy**

Readingwise -76 young people completed the programme with 26 receiving 1:1 support. 15 young people increased their reading age by one year or more. Average gains over the group are 13months.

Reciprocal Reading - 17 young people progressed from 1<sup>st</sup> level to 2<sup>nd</sup> level reading. 14/17 stated improved enthusiasm for reading and 9/17 said they now feel very confident about reading independently. All young people made improvements across four key reading skills. Staff feedback has been very positive and has noted improvements for most young people.

8/12 targeted families attended Family learning events in literacy.

Introduction of Therapet to support reading, 15 young people currently accessing support

**Intervention 2  
Improving the health and wellbeing of our young people**

37 young people accessed counselling service over the session.

Nurture – improvements in attendance and engagement of all young people who have access Nurture provision Boxall profile analysis currently taking place.

Barnardos worker began in April 2019 and is engaging with 10 families at present. This work is only in an early stage so no measureable impact is evident.

39 young people have engaged in targeted support programmes delivered by PT Targeted Support. 11 young people have increased their attendance after being engaged with the programme.

Exclusions have reduced from 345/1000 to 167/1000

Pilot programme for extended transition took place from January led by specialist support staff. Expectations are that this group will settle well with support in August. Feedback from pupils, Parents and Primary colleagues was very positive. Programme will be extended next session and involve FYCL.

Triple P Programme engage 4 families for the entire programme. Feedback was positive and the course will run again in October.

Mental Health Ambassadors trained in MH First Aid and now running drop in sessions and inputting to PSE.

150 Parents and Carers attended Mental Health and Wellbeing event.

Young people trained as Diana Award Anti-bullying Ambassadors and will launch the new anti-bullying policy in August.

**Intervention 3: Raise Attainment and improve post-school progression (focus on improving quality and consistency of learner's experiences)**

Tapestry programme completed for first year and will form the basis of a whole-school CLPL programme for next session.

Assessment and moderation work will continue into year 2. All departments took part in a moderation event in May 2019. Feedback has been overwhelmingly positive with staff reporting improved confidence in understanding standards.

Initial attainment estimate data shows improvements at all levels. 955 of young people will attain 5 N3 qualifications.

Post school destinations were highest recorded for 2018 and indications are predicted to rise again in 2019.

Increased numbers of young people will take up school –college partnership placements in session 2019-20, improving learner pathways and opportunities.

**Priority 1: Improving the quality and consistency of learning and teaching 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**

- School leadership
- Teacher professionalism
- Parental engagement
- Assessment of children’s progress
- School improvement
- Performance information

HGIOS 4 QI: 1.2, 2.3

**Progress and Impact:**

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

All staff have been involved in the EK and Strathaven BGE Collaborative. Extensive training has taken place for all Principal Teachers on assessment and moderation practice. Time has been allocated to support professional learning of all staff and all staff were engaged in the moderation event early May. Staff report improved confidence in understanding standards across Third Level.

Tapestry programme - four members of staff trained as Tapestry Leaders who have led CLPL this session, leading 36 staff through the programme.

School is currently in the initial stages of accreditation through the Digital Schools Award.

Consultation on models of observation of practice has taken place with PTs and a ‘tri-learning’ approach will be trialled next session.

Tracking and monitoring was introduced in the Senior school. Feedback from all stakeholders was very positive and initial indications are that there will be an improvement in attainment at all levels.

Introduction of mentoring across S4-6. Feedback has been very positive both from parents and young people. Initial estimates indicate improvements in attainment for most young people.

**Next Steps:**

Implement full CLPL approach to the Tapestry programme with all staff.

Implement new self-evaluation procedures for observation of practice based on ‘The Duncanrig Lesson’

Pilot “How2” CLPL programme in collaboration with the University of Strathclyde.

Further develop the EK and Strathaven BGE Collaborative work implementing the Year 2 programme.

Develop in-house CLPL programme based on twilight/lunchtime sessions with a focus on GLOW.

Continue to work towards achieving the Digital Schools Award.

Implement the SCEL Middle Leader programme, building capacity in Middle Leaders to lead learning and teaching.

Implement new PRD processes across the school.

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

### 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

- School leadership
- Teacher professionalism
- Parental engagement
- Assessment of children's progress
- School improvement
- Performance information

HGIOS 4 QI: 2.2, 2.6

#### Progress and Impact:

Improved tracking and monitoring and SDS input ensured positive destinations improved to the highest level for 5 years - 96.4%

SDS input to all S3 and S6. SDS supporting departmental audit and leading S3/4 Employability group. S4-6 targeted support work.

Career education programme developed in line with CfE Benchmarks for delivery in PSE session 2019-20.

My WOW Ambassadors trained & delivering in PSE. My WOW career-focused lessons trialled in subjects, will be extended next session.

Introduction of Nail Bar and Smoothie Bar following grant funding applications to improve curriculum offer in the Senior Phase. Barista funding secured for 2019-20.

Full review of S1-3 curriculum has led to removal of Rotations in S2/3 for session 2019-20. Options process changed to S2 for future years.

100% increase in young people attending school-college link programmes in S4 for session 2019-20

Foundation Apprentice uptake increased, highest uptake to date.

Advanced Higher attainment predicted to rise by 10% for session 2018-19

Moderation activities have taken place in Maths/Numeracy with primary colleagues and will continue next session.

Literacy event involving local author took place with all P7 pupils during transition days, feedback was very positive.

#### Next Steps:

Development of a progressive skills framework from S1-6 across the four Contexts for Learning.

Development of personal achievement pathway S1-3 including accreditation for all learners.

Development of STEM transition project across learning community including introduction of STEM Leaders.

Develop staff understanding of achievement of Third Level in Literacy and Numeracy.

Continue to develop departmental approaches to DYW.

Continue to develop a range of learner pathways for young people across the Senior Phase through delivery of new courses and partnerships.

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

National Improvement Framework Key Priorities	National Improvement Framework Key Drivers
<ul style="list-style-type: none"> <li>• Improvement in attainment, particularly in literacy and numeracy;</li> <li>• Closing the attainment gap between the most and least disadvantaged children;</li> <li>• Improvement in children and young people’s health and wellbeing; and</li> <li>• Improvement in employability skills and sustained positive school leaver destinations for all young people.</li> </ul>	<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>

HGIOS 4 QI: 3.1, 2.4

**Progress and Impact:**

Introduction of a staged intervention process across Pupil Support Dept.

ASN paperwork revised to include Wellbeing Indicators to improve planning and evaluation.

Introduction of early intervention strategies including weekly GIRFEC meetings and departmental GIRFEC referrals.

Pilot programme introduced for extended transition for our most vulnerable P7 young people. Feedback from parents, young people and Primary colleagues has been excellent and this will be extended next session.

Increased support given to developing the Nurture provision across the school. Thirty staff training by Nurture UK. Nurture provision extended to S3.

Introduction of targeted group work and individual work to support young people including anger management, relationships, and anxiety management.

Introduction of alternative curriculum for young people at risk including Forest School, Skills Force and work experience.

Significant reduction in exclusions over session 18/19 has been achieved.

Introduction of school-based counsellor two days per week.

Introduction of Duncanrig LGBT group, currently working towards LGBT Charter.

Introduction of Mental Health and Wellbeing Strategy. Mental Health First Aid training delivered to 30 staff and young people. SQA Mental health Award piloted for S6.

Introduction of Barnardo’s Family Support Worker (April 2019) to focus on vulnerable families at P7 transition and S1. (It is too early to report any impact.)

Improved tracking of young people at risk in S3/4. Targeted support given to young people to address Literacy and Numeracy concerns. Early indications show attainment for our lowest 20% of learners will improve.

**Next Steps:**

Introduction of improved attendance procedures including tracking of young people at risk and early intervention (Barnardo’s).

Develop whole school approaches to pupil participation including a new Pupil Council, introduction of ‘HGIOS (Learner Participation) and development of the house system to improve school ethos.

Introduction of new Integrated Pupil Support provision (The Rig) to support out most vulnerable young people within a mainstream setting.

Introduction of new PSE course across S1-6 delivered by young people’s Pastoral Support Teacher.

Introduction of extended Primary Transition programme involving FYCL Team to support young people across all Primaries.

**Use all available evidence (including data)**

**Literacy:**

Progress	Satisfactory	Good	Very Good	Excellent
			x	

**Strengths**

Literacy levels at N4 and N5 are above VC and National figures.

CfE Teacher judgement data remains above VC for Reading, and Listening and Talking.

Introduction of Readingwise programme has had significant impact on improving reading ages of young people in S1/2.

Reciprocal Reading programme has been very successful with S1-3 young people improving confidence in reading

Introduction of Reading Dog to support our most vulnerable learners has increased confidence in young people and enabled the targeted group to move from 1<sup>st</sup> Level Literacy to 2<sup>nd</sup>.

Family learning events took place May/June 2019 to engage families in supporting the development of literacy skills.

**Next steps**

Continue to engage with moderation work with EK schools over session 2019-20.

Engage with Learning Community assessment and moderation work with a focus on P7 transition.

Improve strategic planning of Literacy interventions across S1-3 including Readingwise and Reciprocal Reading.

Development of whole-school approach to supporting vocabulary development.

Develop staff understanding and confidence in using recently developed shared success criteria for Literacy at 3<sup>rd</sup> level.

Extend family learning approaches to support Literacy development

**Numeracy:**

Progress	Satisfactory	Good	Very Good	Excellent
			x	

**Strengths**

Numeracy levels at N4 and N5 are above VC and National figures.

CfE Teacher judgement data remains on or above VC for Numeracy.

**Next steps**

Engage with moderation work across Primaries for numeracy (STEM bid submitted)

Develop the Number Talk approach to literacy and pilot within S2 classes

Pilot Maths Dept involvement in Scottish Studies to support young people attaining N5 Numeracy

Development of common success criteria for RoA Numeracy benchmarks at 3<sup>rd</sup> level

**Health and Wellbeing**

Progress	Satisfactory	Good	Very Good	Excellent
		x		

**Strengths**

Positive relationships between young people and staff.

The caring attitude of young people and their contribution to the wellbeing of others.

The contribution of young people in the upper school to lead on aspects of their learning in health and wellbeing.

Initial development of approaches to support mental health and wellbeing

**Next steps**

Launch Respect Me anti bullying policy

Revisit RRS bronze award

Mental Health and Wellbeing ambassadors

See above (whole school priorities)

**Employability Skills/Positive Destinations**

Progress	Satisfactory	Good	Very Good	Excellent
		x		

**Strengths**

Highest percentage of young people entering a positive destination to date in 2018 at 96%

Significant improvement in the development of learner pathways across the senior phase including college provision.

Introduction of Nail Bar and Smoothie Bar.

Highest number of young people attending school-college provision for session 19/20.

DYW focus within depts. Including SDS input, My WOW and development of lessons and materials to support career planning

Business partnerships including Highlander Recycling and EY.

**Next steps**

Embed the Careers Education Standard across all depts.

Introduce new destination tracker to target career information opportunities for young people.

Launch of Barista Training Academy

Launch of Horticulture Academy

Development of progressive skills framework for use across the school

## Overall quality of our learners' achievements - Highlights of session 2018-19

All young people have extensive opportunities to accredit their personal achievements through a range of learning experiences both within and beyond the classroom. Young people also have opportunities to take part in a very wide range of extra-curricular activities, some of which result in accredited achievement awards. Examples achieved so far this session include;

- 30 young people achieved the Duke of Edinburgh Award Bronze Award, 12 achieved silver
- 42 young people achieved SQA Higher Leadership Award
- 14 young people achieved YASS Awards from the Open University
- 7 young people and 9 members of staff completed LAMH Mental Health First Aid training
- 150 Parents, Carers and young people attended the Health and Wellbeing Event
- Our CSB pupils won the Royal Horticultural Society Award for their garden design
- Our Concert Band won the SBCF Gold Award.
- All S1 pupils took part in UK Bebras Computational Thinking Challenge.
- S1/2 young people took part in the UKMT Junior Mathematics Challenge (S1/S2), coming 6<sup>th</sup> out of 23 teams.
- S3/4 young people took part in Maths Enterprising Challenge (S3/S4), coming 7<sup>th</sup> out of 18 teams.
- First Duncanrig Team to enter the Scottish Curling Inter Schools Championship
- Duncanrig candidate elected to the Scottish Youth Parliament
- Semi-finals of Scullion Law Debating Tournament
- First place in the Senior Education Engineering Scheme.
- SQA Shine Award CSB
- Royal Horticultural Society Award - CSB
- DET dept entered National competitions in Landrover Design Engineering Challenge  
Rampaging Chariots Robotics Engineering Challenge – 3<sup>rd</sup> Place in the Sumo event. S2 Go4Set programme
- Sports
- Hosted the South Lanarkshire Holocaust Memorial Event in January.

**Comment on strategies that have been successful in engaging with children and young people, staff, parents and the wider community and the impact of these.**

<b>Teaching Staff</b>	Presentations, Team Meetings, Discussion Papers, Working Groups, HGIOS 4, Individual meetings , personal responses, Staff Questionnaire.
<b>All Staff</b>	Meetings, Draft Papers, Collegiate Nights, In service days
<b>Principal Teachers</b>	Board of Studies Meetings, PT Matters Meetings, SMT Papers, Discussion Papers, PT CPD Sessions.
<b>Senior Staff</b>	SLT Meetings, Papers, Individual discussions.
<b>Primary Head Teachers</b>	Learning Community Management Team (LCMT) Meetings, Papers, Progress Reviews, Joint Initiatives.
<b>Pupils</b>	Learner Conversations, School Captains Groups, Pupil Council, Special Assemblies, PSE Sample Groups, Sixth Year Meetings, Pupil Surveys.
<b>Parents</b>	Website, App, Parent Electronic Booking System, Council, Parents Consultation Evenings, Parents as Partners Evenings, Focussed Events, ASG/JAT etc. Parent Questionnaire. Family Learning Events (PEF)
<b>P7 Parents</b>	Open Meeting with presentations by Staff and Parents on topics of School Ethos, Raising Attainment, Curricular Flexibility, Parental Engagement, Social Inclusion and School Activities/Active Schools Programme.
<b>Business Partners</b>	Curricular inputs, DYW initiatives, Individual Discussions, Meetings, Attendance at Parent Evenings.
<b>External Agencies</b>	SLC Staff re. Post-Inspection activities. Individual Discussions, Meetings
<b>Head of Education</b>	Regular Discussions, LCMT Meetings,

Quality Indicator	How are we doing?	How do we know?	School Self-Evaluation
1.1 Self-Evaluation for Self-Improvement	Existing processes and procedures have been revised for next session to ensure greater impact from self-evaluation across all aspects of the school	Existing processes were overly-bureaucratic and did not always result in self-improvement. New procedures and staff training should address this.	<b>3</b>
1.3 Leadership of Change	<p>Stronger focus on school values and ethos.</p> <p>Stronger focus on data analysis linked to improvement priorities and improved strategic planning.</p> <p>Re-focus of PEF planning to ensure greater impact.</p>	<p>Improvement plan for session 2019-20 clear link between evidence and targets.</p> <p>Early indications of impact on attainment.</p> <p>PEF plan for session 2019-20 greater impact on targeted pupils, improved tracking and monitoring of PEF cohort.</p>	<b>4</b>
2.3 Learning, teaching and assessment	<p>Good learning and teaching is clearly evident across the school. Strong emphasis on the sharing of knowledge, methodologies, pedagogy and good practice.</p> <p>Excellent progress made with the BGE Collaborative on assessment and moderation within the BGE.</p>	<p>HMIe report 2.3.</p> <p>Development of 'The Duncanrig Lesson'.</p> <p>Engagement with Tapestry Programme.</p> <p>Feedback from staff.</p> <p>SQ Meetings.</p>	<b>4</b>
3.1 Ensuring wellbeing, equity and inclusion	<p>School ethos, quality of relationships across all stakeholders.</p> <p>Significant improvement made in approaches to wellbeing and inclusion this session (progress and impact above).</p>	<p>Stakeholder views.</p> <p>Leaver destinations.</p> <p>Attainment data.</p> <p>Exclusion figures.</p>	<b>4</b>
3.2 Raising attainment and achievement	<p>Established 3 year positive trend in BGE performance in Literacy and Numeracy.</p> <p>Established 5 year positive trend in SQA exam performance at all levels.</p>	<p>Attainment in Literacy and Numeracy level 4 and 5.</p> <p>Attainment of lowest 20%.</p> <p>Improving trend in breadth/depth measures over three years.</p>	<b>4</b>

**Overall impact of establishment's actions to improve excellence and equity (PEF)**

**Amount allocated: £126,000**

<b>How are we doing?</b>	<b>How do we know? (Evidence measures of success)</b>	<b>What are we going to do now?</b>
<p>A far greater focus on the use of data and targeting interventions took place this session and whilst it is too early to see the impact of all of these, positive improvements are being noticed. Our focus on improving our approaches to inclusion including the introduction of a PT Targeted Support post, Barnardo's Worker and extended Nurture provision. This has seen a significant reduction in exclusions over the session.</p> <p>The improved focus on developing employability skills and the introduction of targeted support for our most vulnerable young people has improved attainment of this cohort and increased the percentage of young people securing a positive destination.</p> <p>The increased focus on Literacy and Numeracy is expected to lead to increased attainment at N4 and N5 for this year.</p> <p>Next session – improve the focus on increasing attendance for our most vulnerable young people.</p> <p>Improve the coherence and strategic direction of Pupil Support through the introduction of an Integrated Pupil Support provision (The Rig).</p>		

**Overall evaluation of establishment's capacity for continuous improvement**

The school is ideally placed to continue to improve and build on the successes of this session.

Over this session there has been a full review of the curriculum with a focus on the BGE. Changes to the BGE have started and we are already seeing a positive impact of increased time and less fragmentation across S1-S3. Improvements to learning pathways in the Senior Phase have started and will support improvements in attainment and achievement over the next three years. There is a desire to deliver continuous improvement shared among teaching and non-teaching staff alike and this has been strengthened over the past year. The development of the leadership capacity of staff is a key priority for the school. Key leadership development opportunities have been offered and all Middle Leaders will engage in the SCEL Middle Leader Programme over next session.

Signed: L McRoberts

Date: 19/6/2019