

**Education and Learning Directorate**  
**School Annual School Improvement Planning**  
**2024-25**

**School: Douglas Ewart High School**

**Date: 31<sup>st</sup> May 2024**



**SCHOOL IMPROVEMENT PLAN 2024 – 2025** *(Limit the number of priorities to ensure they are manageable and achievable.)*

School Priority 1 /Improvement Area	Outcomes for Learners/School Community	Key Tasks
<p>Learning &amp; Teaching: A focus on high quality learning &amp; teaching, and assessment to improve consistency and ensure the best possible outcomes for <b>ALL</b> young people. (QI 2.3)</p>		
<ol style="list-style-type: none"> <li>1. Continuing development of T&amp;L policy. One focus a term from within the policy (meeting learner needs, feedback and questioning reviewed 23-24)</li> <li>2. Assessment and reporting calendar updated</li> <li>3. Literacy and numeracy focus (moderation)</li> </ol>	<ol style="list-style-type: none"> <li>1. Teaching and learning policy developed that ensures Meta skills are embedded within lessons and life and structure of the school. Whole School working groups to focus on L&amp;T, Tracking &amp; Monitoring and Behaviour &amp; Ethos.</li> <li>2. Assessment calendar updated to ensure that timely assessment windows align with reporting to families creating meaningful interventions</li> <li>3. Targeted approach to numeracy and literacy creating target groups within the BGE for additional support.</li> </ol>	<ol style="list-style-type: none"> <li>1. Termly focus on the learning &amp; teaching and assessment policy so that it is consistent across all faculties. <b>(ongoing) Led by HT.</b> Development of Presentation Policy <b>(ongoing) Led by PTC.</b> Learning walks and class observation programme <b>(SLT / PTC / Peer) Planned for the year 24/25).</b></li> <li>2. Assessment calendar updated to include assessments in October for senior phase. This will allow early interventions. Reporting calendar updated to reflect new assessments (in place June 2024) 3rd year exams included to better inform levels and interventions (all PTC May 2024)</li> <li>3. Numeracy and literacy leads to track and intervene to ensure basic literacy and numeracy in all leavers <b>(led by Numeracy and literacy PT)</b>  Appointment of a BGE focused teacher three days a week to provide interventions on Numeracy and literacy with a PEF focus to support interventions (DHT girfec Sept 2024)</li> </ol>

NIF Priority		NIF Driver		HGIOS?4 / HGIOELC QIs/National Standard Criteria			
improvement in attainment, particularly in literacy and numeracy; Closing the attainment gap between the most and least disadvantaged children		School Leadership, Teacher Professionalism, School Improvement		2.3, 1.2, 1.4, 1.5, 3.2			
Responsible/Lead Person		Time Allocations		Funding – including PEF		Expected Completion Date	
<ol style="list-style-type: none"> <li>1. SLT / PTC’s</li> <li>2. DHT curriculum</li> <li>3. PTC english and maths</li> </ol>		Termly focus In place Ongoing		£32000		Ongoing termly focus 24 – 25 In place – review May 25 Advert Sept 2024	
Parental and Learner Engagement Opportunities				Linkage to Framework for Inclusion			
<ul style="list-style-type: none"> <li>• Requirement to train pupils in assessment of lesson and teacher practice (HIGOS – pupil input)</li> <li>• Pupil learning conversations using new proforma</li> <li>• Pupil feedback and focus groups, Pupil Council</li> <li>• Parent Council and Pupil Council consultation.</li> <li>• Planned school focus – 10 at 10 – Friday during SET – re-focus of SET to incorporate IDL and C.E.T - Curriculum Enhancement Time.</li> <li>• Support parent council to increase membership to use as sounding board for development.</li> <li>• Questionnaires to community, teachers and pupils</li> </ul>				<ul style="list-style-type: none"> <li>• Demonstrating a commitment to motivating and including all learners, understanding the influence of gender, social, cultural, racial, ethnic, religious and economic backgrounds on experiences of learning, taking account of specific learning needs and seeking to reduce barriers to learning</li> <li>• identifying the potential barriers to learning and plan differentiated and appropriately challenging learning experiences to ensure learning is accessible for every learner</li> <li>• planning and adapting learning, teaching and assessment, to meet the needs of every learner</li> </ul>			

School Priority 2 /Improvement Area	Outcomes for Learners/School Community	Key Tasks
<p>Raise attainment &amp; achievement to close the attainment gap and develop young people’s skills for learning, life, and work. (QI3.2)</p>		
<ol style="list-style-type: none"> <li>1. SET structure and re-focus to curriculum enhancement and Personal Support</li>   <li>2. BGE moderation</li>   <li>3. Individual tracking of pupils developed</li>   <li>4. Appointment of DHT with remit raising attainment</li> </ol>	<ol style="list-style-type: none"> <li>1. SET structure clearly defined for Senior phase and BGE and skills embedded to link with IDL</li>   <li>2. BGE moderated and reviewed</li>   <li>3. Individual tracking of pupils with interventions and measurement of impact. Tracking and monitoring in place that allows individual tracking of pupils. Whole School Working group established with this focus</li>   <li>4. DHT raising attainment to enhance data capture and analysis and the creation of target groups for interventions to promote attainment</li> </ol>	<ol style="list-style-type: none"> <li>1. Focus on structured lesson planning and delivery in SET. BGE SET (literacy / numeracy / health and wellbeing / IDL / learning conversation) (SET teachers, PTC and PTS) SNR SET (Focus on study skills, DYW and Meta Skills) Snr pupil leadership, Pupil council (June 2024)</li>   <li>2. BGE working group created following introduction to BGE moderation May 24 (DHT Girfec / DHT curricular). How are we closing the gap using the four capacities. (ongoing through 24-25)  1<sup>st</sup> year – transition data used to create target groups SNSA used to create groups – PEF / LAC. (PTC’s / PT ASN) Consistent tracking of individuals through the BGE. Using control sheet with off track, on track, ahead (PTC June 2024) SQA style reporting of exams to parents Oct. / Prelims (DHT curricular Oct 2024)</li>   <li>3. <b>DHT raising attainment</b> focused on data and interventions. <b>Two-part focus BGE / SNR phase (appointed June 2024).</b></li> </ol>

NIF Priority		NIF Driver	HGIOS?4 / HGIOELC QIs/National Standard Criteria	
Placing the human rights of every child and young person at the centre of education Closing the attainment gap between the most and least disadvantaged children Improvement in employability skills and sustained positive school leaver destinations for all young people Improvement in attainment, particularly in literacy and numeracy		School Leadership, Teacher Professionalism, School Improvement, Parent/carer involvement & engagement, Curriculum & assessment, Performance Information	1.3, 1.2,1.4,2.2,3.2, 3.3	
Responsible/Lead Person	Time Allocations	Funding – including PEF	Expected Completion Date	
1. SET structure in place 2. DHT GIRFEC 3. DHT curricular 4. Appointment of PT raising attainment (HT)	2. termly meetings 3. SLT / ELT / following tracking periods		1.To be reviewed Dec 2024 (feedback) 2. Ongoing through 24-25 session 3. in place for 24-25 session 4. Sept 2024	
Parental and Learner Engagement Opportunities		Linkage to Framework for Inclusion		
1. Parent Council 2. Parent Council feedback and student focus groups 3. Questionnaires to community, pupils and teachers 4. Engagement with community on revised reporting 5. Teacher focus groups for BGE moderation		<ul style="list-style-type: none"> <li>valuing all learners and their participation, actively engaging children and young people in decision-making about their education</li> <li>how to adapt planning approaches to ensure that the needs of every learner are effectively addressed</li> <li>planning and adapting learning, teaching and assessment, to meet the needs of every learner</li> <li>identifying the potential barriers to learning and plan differentiated and appropriately challenging learning experiences to ensure learning is accessible for every learner</li> </ul>		

School Priority 3 /Improvement Area	Outcomes for Learners/School Community	Key Tasks
Continue to support and improve young people’s health and wellbeing, with a whole school approach to wellbeing.(QI 3.1)		
<ol style="list-style-type: none"> <li>1. Anti-bullying strategy</li> <li>2. Attendance focus</li> <li>3. Resilience</li> <li>4. Meeting learners needs</li> <li>5. Behavior policy</li> <li>6. RRSA Silver Award</li> </ol>	<ol style="list-style-type: none"> <li>1. Anti-bullying strategy developed</li> <li>2. Improved school attendance in line with D&amp;G and national rates.</li> <li>3. Working with peace advocacy service.</li> <li>4. Meeting learner needs and SQA presentation policy and procedures updated</li> <li>5. Continue to focus on Praise through the revised Merits and Demerits system, using house identity to raise the profile.</li> <li>6. Achieve Silver Award</li> </ol>	<ol style="list-style-type: none"> <li>1. Anti-bullying strategy led by a refreshed anti-bullying policy, input from the peace advocacy service and a commitment to the respect me campaign (DHT girfec / PTS, trained teachers May 2025)</li> <li>2. Pastoral support team refresh attendance monitoring and intervention procedures, linked to support agencies. Create a new attendance policy. <b>(PTS) led by DHT GIRFEC</b></li> <li>3. Peace advocacy service input with snr pupils (resilience training and 3<sup>rd</sup> years (Peace advocacy training) (May 2024)</li> <li>4. AAA policy reviewed with additional exam options to begin process during Oct tests to better inform AAA for pupils (Oct 2024 ASN PT).</li> <li>5. Evolution of Relationships (Behaviour) policy with focus on praise (Pupil leadership team / HT ongoing 24/25) and ethos.</li> <li>6. RRSA silver award being worked through <b>(Led by class teacher DHT girfec Dec 2024)</b></li> </ol>

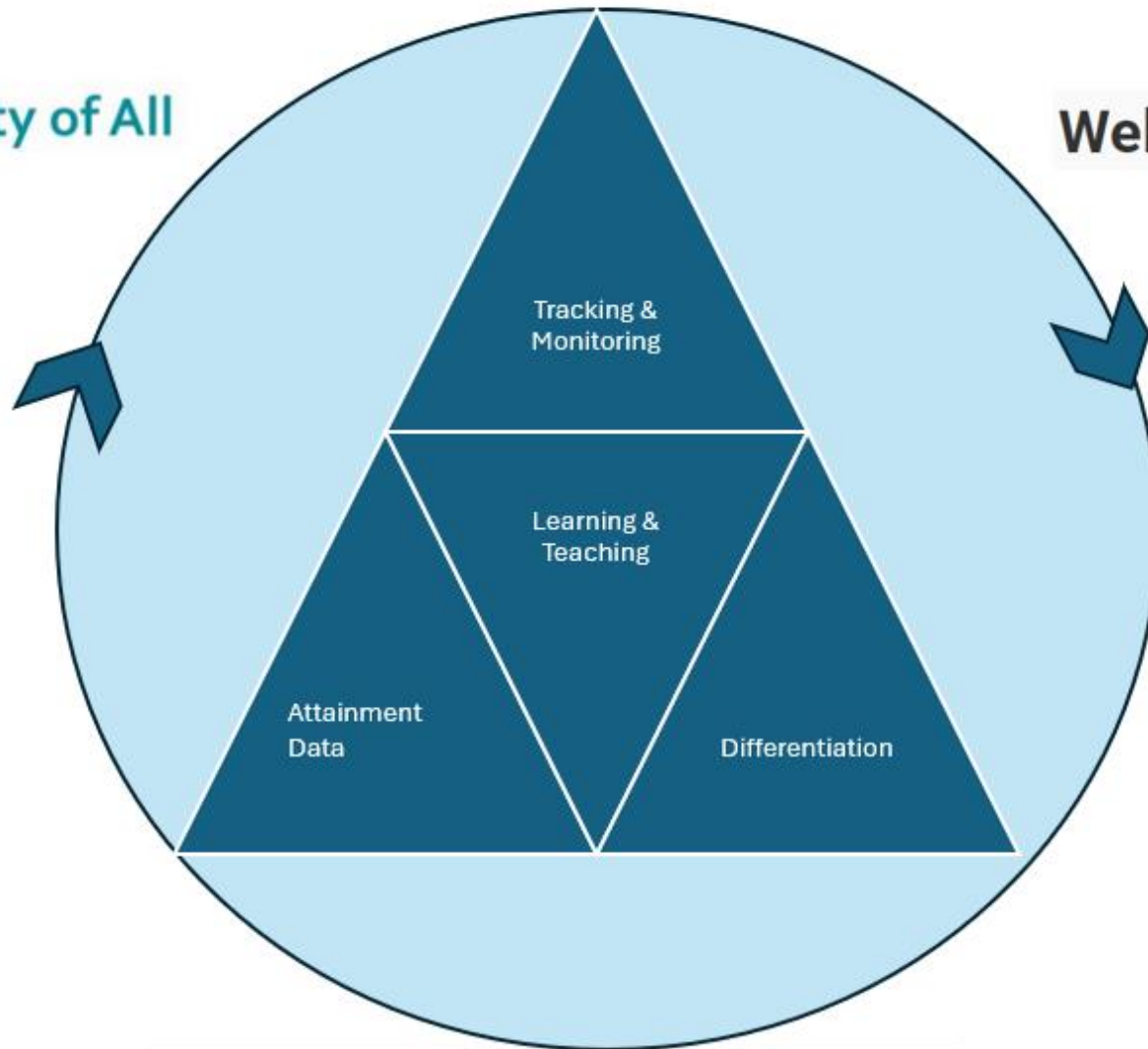
NIF Priority		NIF Driver		HGIOS?4 / HGIOELC QIs/National Standard Criteria			
Placing the human rights of every child and young person at the centre of education; Improvement in children and young people's health and wellbeing; Improvement in employability skills and sustained, positive school leaver destinations for all young people.		School Leadership, Teacher Professionalism, School Improvement, Parental Engagement, Performance information		1.3, 2.2, 2.3,2.4, 2.6, 2.7, 3.1			
Responsible/Lead Person		Time Allocations		Funding – including PEF		Expected Completion Date	
<ol style="list-style-type: none"> <li>1. PTS, DHT Gifrec supported by two trained teachers</li> <li>2. PTS / DHT gifrec</li> <li>3. Named teachers trained</li> <li>4. AAA policy reviewed DHT gifrec / PT asn</li> <li>5. HT / pupil leadership</li> <li>6. DHT gifrec / lead teacher / pupil committee</li> </ol>		<ol style="list-style-type: none"> <li>1) Termly focus</li> <li>2) PTS meeting</li> <li>3) Completed May 2024</li> <li>4) As required</li> <li>5) Weekly meeting during SET</li> <li>6) Weekly meetings during SET</li> </ol>		<ol style="list-style-type: none"> <li>2) Potential consideration for PEF input for attendance support following refresh</li> <li>3) £300 (mental health input and £650 peace advocate training)</li> </ol>		<ol style="list-style-type: none"> <li>1) Ongoing through academic year 24-25)</li> <li>2) Draft by Oct 24</li> <li>3) Completed May 2024 (training to be allocated to other pupils)</li> <li>4) In place Oct 2024</li> <li>5) Aug 2024</li> <li>6) June 2025</li> </ol>	
Parental and Learner Engagement Opportunities				Linkage to Framework for Inclusion			
<ol style="list-style-type: none"> <li>1. Parent Council and Student focus groups on Attendance.</li> <li>2. Pupil focus groups</li> <li>3. Questionnaires to community</li> <li>4. Parental focus groups</li> <li>5. Pupil committees created (May 24)</li> </ol>				<ul style="list-style-type: none"> <li>• creating a safe, caring and purposeful learning environment which is welcoming and inclusive, well managed and well organised; inclusive and stimulating that offers appropriate support and challenge for all learners</li> <li>• valuing all learners and their participation, actively engaging children and young people in decision-making about their education</li> <li>• contractual, pastoral and legal responsibilities in relation to equality, diversity, additional support needs, child protection and wellbeing</li> <li>• how to adapt planning approaches to ensure that the needs of every learner are effectively addressed</li> </ul>			

Additional priorities /Improvement Area	Outcomes for Learners/School Community	Key Tasks
1. AAA policy developed	Clear rationale and outcomes for all pupils with AAA requirements linked to evidence based interventions for SQA exams	AAA policy developed by (DHT GIRFEC/ PT ASN) in place prior to Oct 24. This will be the template in preparation for Oct tests to inform prelims and the final exam.
2. Creation of school Presentation Policy	PTC group to develop a clear and consistent presentation policy, with shared paperwork for change of level requests, tracking data and prelim analysis	Examples of other school polices reviewed and a DEHS templated agreed with the PTC.



Responsibility of All

Wellbeing



Building Positive Relationships