

Education and Learning Directorate



School/ELC Annual Standards and Quality Report

2023-24

School: **Douglas Ewart High School**

Date: 31/05/24



1. Vision, Values and Aims

A statement of the School / Establishment Vision, Values, Aims and Curriculum Rationale

Vision, Values and Aims

School Statement

Our community strives to meet the needs of all to achieve their potential within a culture of ambition and self-worth.

Our mission statement is CARE

- Community
- Aspiration of Achievement & Attainment
- Resilience
- Ethos

School Aims

The aims of Douglas-Ewart High School reflect the Curriculum for Excellence and the National Priorities for education. The aims are an expansion of the school statement:

1. To provide a quality curriculum that engages young people in the highest quality learning activities and develops a culture of ambition and achievement.
2. To provide proactive support for all pupils through the monitoring of their progress and attainment by working in partnership with other agencies and the community, focusing on outcomes and maximizing success for all learners.
3. To develop a common vision across young people, parents, and staff to promote pupils' positive relationships, recognize their achievement, develop citizenship AND develop the concept of inclusive school communities.
4. Through effective self-evaluation and quality assurance, improve the quality and effectiveness of the learning and teaching experience, meet the full range of pupils' needs better by working together with parents to improve learning, to improve levels of attainment and achievement.
5. To foster high quality leadership at all levels, developing a program of continuing professional development that values and empowers staff and young people.
6. To provide a healthy and safe environment for effective teaching and learning that promotes positive relationships within a learning, caring and inclusive school community.
7. To reflect continuously on our own work and set and meet new challenges

Review Date:28/4/2023

Review Activities (potential change of direction towards respect, responsibility and resilience)

Reviewed with Pupil Council, Parent Council and Staff Voice. To consider when G.Webb returns Aug 2024

2.1 Annual Standards and Quality Report - Progress against Previous Year's School Improvement Priorities

Looking inwards, looking outwards: What key outcomes have we achieved? What are our strengths and areas for improvement? What is our capacity for continuous improvement?

In completing this section, it may be useful to refer to the statements of impact within the Level 5 Illustration for relevant HGIOS? 4 / HGIOELC? Quality Indicators, National Improvement Framework (NIF) 5 key priorities, the 6 NIF drivers and the National Standard (ELC Only)

Area for Improvement	Progress and Impact on: Learners' successes and achievements The school community's successes and achievements - as appropriate (Include evidence of impact.)	Next Steps (Looking Forwards)
<p>School Priority 1 L&T A focus on high quality learning & teaching, and assessment to improve consistency and ensure the best possible outcomes for ALL young people.</p> <p>NIF Priority Improvement in attainment, particularly in literacy and numeracy; Closing the attainment gap between the most and least disadvantaged children</p> <p>NIF Driver School Leadership, Teacher Professionalism, School Improvement</p> <p>HGIOS?4 2.3, 1.2, 1.4, 1.5, 3.2</p>	<ul style="list-style-type: none"> • Learning and teaching policy created with a focus on meeting learner needs, relationships, questioning and feedback as the initial focus this year of the eight-part policy. • Continue to embed tracking in senior phase, embed learning conversations in class room practice and record as interventions in Seemis. This needs to be focused in each faculty in order to get consistency. This will allow a more fluent turnaround and more concise guidance given to individual learners • Intervention letters used across all facilities consistently and by class teacher with PT overview • SNSA testing completed in Feb 2024 – this alongside third assessments is being used as evidence for setting levels. 	<ul style="list-style-type: none"> - Termly focus on the learning & teaching and assessment policy so that it is consistent across all faculties. (ongoing) Led by HT. <p>learning walks and class observation programme (SLT / PTC / Peer) Planned for the year 24/25).</p> <ul style="list-style-type: none"> - 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)

	<ul style="list-style-type: none"> • More consistent use of Tracking, Monitoring and Targeting Setting procedures to ensure we have robust data on attainment and linked to key stages in calendar. • S3 formal assessment period agreed with SWTAC and added to school calendar • Further develop the SET programmwith links to wellbeing and pupil leadership • We Continued with the PT Relationships post to focus on recognizing rewards, link with the house structure and PTS • Assessment and SQA check calendar to be reviewed by PTC to link more with the assessment process and learner conversations • Refreshed pedagogical practice including digital teacher skills following new boards being added to the school • ACEL data shared with school staff 	<ul style="list-style-type: none"> - Numeracy and literacy leads to track and intervene to ensure basic literacy and numeracy in all leavers (led by Numeracy and literacy PT) <p>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)</p>
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Area for Improvement	Progress and Impact on: Learners' successes and achievements The school community's successes and achievements - as appropriate (Include evidence of impact.)	Next Steps (Looking Forwards)
<p>School Priority 2 3.2 Raise attainment & achievement to close the attainment gap and develop young people's skills for learning, life, and work.</p> <p>NIF Priority Improvement in children and young people's health and wellbeing</p> <p>NIF Driver School leadership, Teacher professionalism, Parental engagement Placing the human rights and needs of every child and young person at the centre of education</p> <p>HGIOS?4 Qis 3.1, 3.3, 1.4,1.5, 2.1, 2.2, 2.3, 2.4, 2.5</p>	<ul style="list-style-type: none"> • learning walks have with a focus on start of lessons, lesson structure and student activities to embed learning. • QIO visit to discuss learning and teaching and in discussion with PTC,s and SLT an agreed evaluation of 2.3 was reached • PTC observations continue to focus on pedagogy and good classroom practice. • Continue to develop the relationship policy and practice, structure added as departments were carrying out department detentions. Whole school detentions created to allow detentions to be tracked and consider interventions for repeat offenders. • Escalation chart created to allow teachers to better deal and target behaviour improvements • ECG core group meetings embedded following the appointment of DYW PT to better coordinate destinations • Target SET interventions for current S5 class by PTS as a result of concerning exam data in 2024 for this cohort. • Change to course start date to allow more time for national qualifications • S3 assessments pt into May as part of assessment calendar to make better judgments prior to timetable change on national levels • Asdan purchased in order to better target courses and give options for students struggling with full timetable. 	<ul style="list-style-type: none"> - Learning and teaching policy with a termly focus on a different aspect of the eight-part policy - October tests to be introduced in order to better prepare pupils and to allow a run through for AAA requests. - Prelims to be split between 4th year dec 2024 and 5th and 6th year Feb 2025. - Focus on structured lesson planning and delivery in SET. BGE SET (literacy / numeracy / health and wellbeing / Study skills / learning conversation) (SET teachers) SNR SET (Committees - equalities, events / charities, enterprise, snr pupil leadership, Pupil council (June 2024) - 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) - Tracking and monitoring on place that allows individual tracking of pupils. 1st 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)

	<ul style="list-style-type: none"> • All students that previously were on part time timetables now have flexi schooling arrangements in place. • All pupils that previously were absent from school with no pastoral notes now have clear plans in place and evidence of interventions • Literacy and numeracy PTs tasked with ensuring the target for all leavers in N5 in literacy and numeracy. • Hgios style questionnaire to community to gather feedback on perceived school performance from the community. Over 100 responses gave significant data to inform next steps. • Skills based curriculum with Princes Trust and Urbancroft project, and the Whithorn trust project for targeted groups of young people, these were supported by youth services and delivered in partnership embedded and used to target behavioural and attendance issues • Digital Literacy course for S1 and S2 continues to be developed to allow progression into both business and web design pathways. • Maths have focused on improving applications of maths delivery following poor data in 2024. Estimates indicate improved performance. 	<ul style="list-style-type: none"> - PTC raising attainment requirement reviewed following August restart 24 and staffing allocation clarity PT Raising attainment appointed focused on data and interventions. Two part focus BGE / SNR phase (appointed Sept 2024). - Asdan to be trialed as an option for disengaged pupils.
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Area for Improvement	Progress and Impact on: Learners' successes and achievements The school community's successes and achievements - as appropriate (Include evidence of impact.)	Next Steps (Looking Forwards)
<p>School Priority 3 Continue to support and improve young people's health and wellbeing, with a whole school approach to wellbeing.</p>	<ul style="list-style-type: none"> • Antibullying questionnaire issued to pupils and school community, information used to target interventions and inform development of anti-bullying policy 	<ul style="list-style-type: none"> - Anti-bullying strategy led by a refreshed anti-bullying policy, input from the peace advocacy service and a commitment to the respect me

<p>NIF Priority Improvement in skills and sustained, positive school-leaver destinations for all young people Improvement in attainment, particularly in literacy and numeracy.</p> <p>NIF Driver School leadership Teacher and practitioner professionalism Parent/carer involvement and engagement Curriculum and assessment Performance information</p> <p>HGIOS?4 Qis 1.1, 1.2,1.3, 1.4, 1.5, 2.2, 2.3, 2.4, 2.5</p>	<ul style="list-style-type: none"> • Antbullying policy created April 2024 • School signed up for respect me campaign to further embed antibullying strategy. • Peace advocacy training completed for third years – teachers allocated and two / three projects allocated around antibullying work, mental health prep for exams • Peace advocacy training completed for 5th and 6th year to provide training for mental health support for the BGE • MVP practice embedded and completed for juniors. Project will continue • Work towards Silver Rights Respecting School Award for completion Mat 2024, set up a working group for this area • Focus at the Senior induction days on pupil leadership opportunities • Praise assemblies embedded and use of merits and demerits to identify concerns • Uniform policy revisited and embedded June 2023 • The transition program was developed to ensure additional days. Four streams, youth services for anxious pupils, whole school transition days, Asn transition, additional visit to school for anxious pupils, information sharing with primaries on pastoral land attainment, visits by PTS to primary schools, attendance at P7 Childs planning meetings 	<p>campaign (DHT girfec / trained teachers May 2025)</p> <ul style="list-style-type: none"> - Pastoral support team refresh attendance monitoring and intervention procedures, linked to support agencies. Create a new attendance policy. (PTS) led by DHT GIRFEC - Peace advocacy service input with snr pupils (resilience training and 3rd years (Peace advocacy training) (May 2024) - AAA policy reviewed with additional exam options to begin process during Oct tests to better inform AAA for pupils (Oct 2024 ASN PT). - Evolution of behavior policy with focus on praise (Pupil leadership team / HT ongoing 24/25) - RRSA silver award being worked through (Led by class teacher DHT girfec Dec 2024) - Peace advocacy projects launched by 4th year and senior pupils around mental health (allocated teachers) - Further enhancements to the transition program should be considered to better engage anxious pupils and their families with school staff (feedback form current P7 families)
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2.2 Report on the impact of PEF

- Not required for ELC if PEF has not been used for children in the nursery
- Include evaluative statements about how PEF has been used flexibly to meet needs of children/young people/families



<p>How rigorous is the school's approach to providing robust evidence of closing the attainment gap?</p>	<p>Following a review of our processes and procedures we implemented a new approach to tracking and monitoring the progress of our PEF pupils, initially with a strong focus on attendance. The creation of a new monitoring tool has allowed us to have a regularly updated overview of attendance, interventions and most recent contact for our most vulnerable young people. Used in conjunction with progress and achievement data this will provide a more accurate picture of pupils' progress.</p>
<p>How well are you removing barriers to learning and ensuring equity for all?</p>	<p>The PEF Youth worker and Pupil Equity Worker (AH) continue to provide both one to one support and some group work with a range of pupils. Working in partnership with Principal Teachers of Support, the Principal Teacher Supporting Learners and DHT GIRFEC, support staff are able to provide programmes tailored to the needs of identified young people in accordance with pupil plans. The Pupil Equity Worker where appropriate attends Child's Plan meetings to provide an additional layer of support to pupils and their parents/carers. In response to the level of need we now have both an Inclusion and a Nurture base which are accessed according to the type of intervention required. The Nurture base is located within a more central position in the school and from here pupils can make the transition to mainstream classes. We have also engaged an additional teacher in the Inclusion Base who has been working with pupils specifically on improving their literacy and numeracy skills. Easy access to online learning to support and enhance work provided on Teams is gained via Scottish Online Lessons, which is proving popular as it enables pupils to work at a time and at a pace which suits them best.</p>

<p>How much progress have you made in reducing the poverty related attainment gap? What are the lessons learned?</p>	<p>The additional Inclusion Teacher has proven invaluable in supporting those vulnerable pupil who have been unable to attend school. By working with partners in the community we have been able to provide a learning space in “neutral territory” where the teacher gives one to one or small group support. The Youth Worker has been instrumental in enabling the school’s partnership with the Whithorn Trust, through which young people have been able to access hands-on work experience outside the school environment. This has been particularly beneficial to those pupils who were at risk of leaving school without qualifications, as it has encouraged participation in learning as part of the route to employment. We will need to continue to monitor progress and achievement long term to evidence the benefits of these interventions but the fact that pupils are engaging is encouraging.</p>
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For each PEF project/spend area complete the table. 3 tables have been inserted; more can be added if required.

PEF Project/spending area:	Pupil Equity Worker
Rationale:	Supporting and enhancing the work of Principal Teachers of Support, Learning Support and Inclusion Teachers, with a focus on relationships and building trust and resilience. The Pupil Equity Worker also maintains the tracking records for our PEF pupils.
Impact:	Improved relationships with pupils, parents and carers. Able to discuss barriers to learning in a way that pupils can relate to (ie. not a teacher!)
Evaluative Comment	Providing another layer of support, the Pupil Equity Worker has been able to establish strong relationships and foster resilience and respect between pupils when leading restorative conversations. This will lead to improvements in attendance and attainment over time.

PEF Project/spending area:	MVP targeted programme/Peace Advocacy
Rationale:	Mentors in Violence Prevention (MVP) is a peer mentoring programme that gives young people the chance to explore and challenge the attitudes, beliefs and cultural norms that underpin all forms of gender-based violence in our society.
Impact:	Increased interest and involvement in the programme has enabled the scheme to be rolled out to all year groups, delivered by senior pupil mentors during SET periods and in assemblies.
Evaluative Comment	Continued promotion of the programme to parents/carers and pupils will help to build on its success. As a result of high levels of interest we have now been able to introduce the Peace Advocacy programme following a hiatus due to the pandemic. The two programs will run alongside our work on Rights Respecting Schools.

PEF Project/spending area:	Learning Assistants – Inclusion Base and Nurture Base
Rationale:	Learning Assistants to work with targeted young people to supporting their learning and wellbeing. This will increase capacity to reintroduce pupils to mainstream and also support pupils who need more specialist interventions and smaller group working

Impact:	With 2 Bases now in operation, the learning assistants play a vital role in providing learning and emotional/social/behavioural support. They provide consistency to pupils who respond best to routines and play a critical part in encouraging and supporting young people back into mainstream classes.
Evaluative Comment	Learning assistants have developed strong relationships with some of our most high tariff pupils. Pupils recognize that they are there to help and support them. These inventions lead to early intervention and improvements in attendance and less anti-bullying incidents.

PEF Project/spending area:	Additional Inclusion teacher.
Rationale:	To provide teaching both in the Inclusion base and outside school for pupils who struggle to attend.
Impact:	With a focus on literacy and numeracy, the additional inclusion teacher has developed learning plans for target pupils who she sees for between 1 – 4 hours per week, depending on the needs of the young person. She already has built good relationships with pupils, parents and carers and pupils engage well when she is supporting them.
Evaluative Comment	We will continue to monitor the impact of this initiative but we are encouraged by the fact that pupils who have not been attending school are now starting to engage with their learning.
PEF Project/spending area:	Additional Youth Services worker

Rationale:	Additional two days a week support from youth services working both in school and with identified pupils at the Whithorn Rebuild.
Impact:	In addition to supporting our work with the Whithorn Rebuild, the Youth Services worker also provides a space for vulnerable pupils to meet at social times as well as a counselling service.
Evaluative Comment	Our Youth Worker is well known in our community and pupils have an excellent relationship with her.
PEF Project/spending area:	PT Attendance
Rationale:	To focus on improving attendance, in particular those pupils who are not already working with the area Attendance Officer but whose attendance is becoming an increasing concern.
Impact:	Improved relationships with parents and carers following increased contact from school. Liaison with Principal Teachers of Support and the area Attendance Officer.
Evaluative Comment	We continue to monitor the overall impact although there has been some improvement in attendance interventions with pupil plans, clear targets and record keeping a number of pupils now appearing more regularly within the school.
PEF Project/spending area:	PT Aspiration
Rationale:	A member of staff to promote positivity and encourage aspiration.

Impact:	Using the merit system combined with teacher feedback, awards are given on a monthly basis in House assemblies. Pupils are encouraged to increase their merits and gain badges to reflect having achieved Bronze, Silver and Gold levels.
Evaluative Comment	Pupils in S1 and S2 seem to be motivated most by the Praise System and associated rewards eg. cinema trip.
PEF Project/spending area:	Supporting cost of the school day
Rationale:	Provision of day-to-day essentials (basic school equipment, clothing, drinks and snacks) for identified pupils who lack financial resources.
Impact:	Items are kept in a location which allows pupils to discreetly collect items they need. New uniform items were purchased this year – pupils do not have to deal with any stigma from having clothing which is clearly second-hand.
Evaluative Comment	This has been a well-used service and has been much appreciated by pupils. Pupils have commented positively on being able to access items without embarrassment. This will lead to better concentration and ultimately attainment as pupils are less likely to not attend school.

PEF Project/spending area:	Educational Resources (Literacy boxes, Mathletics and Scottish Online Lessons)
Rationale:	Tools to support learning which are easily accessible and allow pupils to work at their own pace.
Impact:	Pupils have been able to develop their literacy and numeracy skills during SET periods. Pupils have responded well to these tools as they are accessible and allow young people an element of choice, encouraging independent learning. Self-marking enables pupils to see and record their own progress, building confidence in their ability. Scottish Online Lessons has proven popular with pupils who have been unable to attend due to health reasons or who have attendance as a barrier to learning. The wide range of subjects offered at all levels has complemented work provided on Teams and allows young people to access learning at a time which suits them best.
Evaluative Comment	Consolidating learning in the classroom and providing alternative learning opportunities online has been appreciated by young people with learning needs. Continued monitoring of progress will enable us to properly evaluate the impact in terms of academic achievement. This is to support improving our literacy and numeracy levels within the BGE.

2.3 Summary of Key Strengths and Areas for Improvement

What is our capacity for continuous improvement? Refer to HGIOS? 4 / HGIOELC? Quality Indicators relevant to your school's context in making comment.

Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation based on the six-point scale
<p>1.3 Leadership of change</p> <ul style="list-style-type: none"> Developing a shared vision, values and aims relevant to the school and its community Strategic planning for continuous improvement Implementing improvement and change 	<p>The focus this session has been on developing an effective learning and teaching policy, considering how we monitor and track pupils, creating an anti-bullying policy, embedding the relationships policy with clear rationale and refinements to original policy. All staff embraced the continued focus on our key areas of development, our relationship policy, curriculum, pastoral, and authority projects. I have worked closely with the parent council over the session and have supported them in refining their practice by making connections with the centers link. (Vanessa Morris to support). We have worked in the TLC's with all the staff as we considered the policies for learning and teaching, behavior, SET and tracking and monitoring. Staff will engage regularly in critical and creative thinking through TLC a program of school meetings aligned with the SIP and whole school activities. The school staff all work collaboratively to implement change and promote equality and social justice across all their work in order for improvements to have a positive</p>	<p>Opportunities to create a professional learning group and library in order to create collaborative conditions for staff to learn with and from others through critical enquiry.</p> <p>We need to further embed TLC opportunities within the school in terms of working groups to ensure that the creativity and innovation that has begun this year continues, staff have responded and taken ownership of TLC groups and volunteering to create change and take new projects on has increased.</p> <p>Enhancements to culture have continued as staff have started school trips with a number successfully completed and a number planned.</p> <p>We have provisionally reviewed the values and from staff and the parent council there has been support to consider respect, responsibility and resilience. We have arranged the peace advocacy service to provide input so that the majority of the senior school have received an input that will be cascaded to almost all the BGE in the new term.</p>	<p>3+</p>

	<p>impact on young people. We have made refinements to meeting need by creating learner profiles to better access supports for our young people that require it. Quality assurance approaches need to be focused on collecting data and analysis to drive improvements. Self-evaluation across all areas needs to be improved and embedded. and is storing within faculty areas with PTC's working through their improvement plans. SIP and FIPS are aligned.</p> <p>Leadership at all levels is encouraged and this year has seen the return of school trips and the appointment of a DYW PT, which has provided focus. Staff continue to volunteer for projects such as MVP, Peace advocacy and enterprise. Staff are also supporting senior committees which will concentrate on enterprise, equalities, school events, meeting learners needs and the pupil leadership team.</p> <p>The appointment of our DWY PT has led to the school beginning the meta-skills journey with training inputs from SDS to launch the project within the school. This is at its infancy but will continue to grow with continued focus. The school has created a library resource to aid as a literacy resource and supported refinements to SET with reading periods and literacy boxes purchased in order to better target literacy attainment.</p>	<p>Seeking out new opportunities to involve more of the staff and pupils working together to build on the positive culture and continue the journey towards the RRSA silver award is important.</p> <p>We need to better utilize a focus on SIMD data and the whole school tracker should make that more achievable and whilst our PEF worker uses a tracker for FSM a wider focus on data to consider closing the gap is paramount.</p>	
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Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation based on the
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2.3 Learning, teaching & assessment			six-point scale
<ul style="list-style-type: none"> • Learning and engagement Quality of teaching • Effective use of assessment • Planning, tracking and monitoring 	<p>This session we have continued to develop our approach to learning and teaching, with a robust teaching and learning policy. Learning observations have been prioritized pre Dec 23. We have also participated in the authority QIO visits who confirmed that while we have a consistent level of delivery there are clear areas to work on in terms of pace and a challenge. We have worked on meeting learners needs, as this was an area where there was inconsistency and the PTC ASN with DHT GIRFEC has been working on making pupils needs accessible for teachers. We have revisited feedback with a project underway to highlight the benefits of structured feedback conversations led by pupil voice. We have revisited our relationships policy and worked through restorative conversation process to maintain relationships within the school. We have made use of our support bases with more targeted interventions enhancing our curriculum map in response to feedback from key stakeholders. A priority has been on looking at the foundations of learning, the importance of relentless routines to develop structure and support positive behavior.</p> <p>There is now a Constancy of approach for level changes and subject changes has been put in place (Sept 23). This still requires further embedding but has led to targeted conversations with all</p>	<p>Pupils will be involved in evaluation of lessons. We need to involve pupils in the evaluation of lessons using how good is OUR school. The development of committees for the senior school means all senior pupils (S5/S6) will be involved in leadership opportunities.</p> <p>Use of data to inform change at all levels needs to be embedded across the school – ensuring that the wider school community is engaged beyond literacy and numeracy. We have begun initial discussion on the judgement of a level and creation of exemplars to aid judgement and moderation</p> <p>The Curriculum rationale needs to be revisited to ensure our offer meets the needs of our pupils. This will be a focus for the new timetable Jan 2024. Focus groups and engagement with parents to explain rationalization of options but also to ensure creativity on seeking solutions.</p> <p>October tests will be added to next years calendar in order to better gather attainment data, share with pupils and parents and inform next steps. This will also allow AAA to have two exam points rather than one.</p> <p>Planning, tracking, and monitoring TLC group will consider how we approach this ensuring that the pupil voice and parental / carer voice is represented.</p>	3+

	<p>stakeholders to ensure the reasons for a change are valid and challenged.</p> <p>We have been able to offer Drama for the first time in school and are exploring a number of course for future sessions such as criminology as we enhance our curricular offer. We have through use of Pef identified time for interventions for BGE pupils around literacy and numeracy in order to improve ACEL data. Our BGE data especially for literacy has been improved as result of discussion around levels and achievement of a level within the department and a consistency of practice. This remains an area of development. We have implemented 3rd year tests in May 2024 in order to better inform levels for 4th year along with other data. We intend to have October tests to ensure AAA has been embedded prior to the prelims and to better prepare pupils and inform parents regarding progress of pupils.</p> <p>We have created a team in order to have whole school data in a central place with all facilities a BGE tracker and SNR phase tracker resulting from input around the Wallacehall tracker.</p>	<p>Our BGE data especially for literacy has been improved as result of discussion around levels and achievement of a level within the department and a consistency of practice. This remains an area of development.</p>	
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Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation based on the six-point scale
<p>3.1 Ensuring wellbeing, equality and inclusion</p> <ul style="list-style-type: none"> Wellbeing 	<p>Ensuring wellbeing is central to our work at DEHS, for pupils, staff and families. We have a shared understanding of wellbeing and in the dignity and worth of every individual. Part</p>	<p>PSE was currently delivered within SET. This has been a concern as to the quality that the pupils receive. This needs to be prioritized for the new timetable. We have put PSE into the</p>	<p>3+</p>

<ul style="list-style-type: none"> • Fulfilment of statutory duties • Inclusion and equality 	<p>of our whole school approach is a focus on resilience and wellbeing, this is through our Positive Relationships policy and building on resilience has become part of our approach to pupil wellbeing. We have modified the policy to ensure that it has structure and implemented duty rotas in order to support pupils when dysregulated. This has been further embedded by working with the peace advocacy team who have inputs and training as peace advocates for 35 of our current third. They will now use that training for anti-bullying and mental health work. The peace advocacy service are also going to train our 5th and 6th year cohorts to support mental health and resilience and use this training to cascade to lower years.</p> <p>We have moved our student support team to make them more accessible to the pupils and within the school. PSE has now been timetabled to be taught by trained teachers for first and second year as relationships and wellbeing amongst the BGE needs to be supported. We are engaging with pupils around the PSE, what they think and what they would like to be in the programme. The senior classes will have scheduled inputs to promote around equality, consent, drug awareness and destinations through the year in. PTS will deliver and organize PSE inputs with the direction of DHT GIRFEC. The rape crisis team have also been in school to deliver consent training to all years.</p> <p>Attendance remains a concern and the school is working hard to meet the needs. Previously non-attenders had very little input / pastoral notes which has now changed with clear inputs from PTS, record keeping has improved and referrals being made to the</p>	<p>timetable to be taught by specialized in the BGE to prioritize culture and relationships within the BGE. Senior pupils will have planned conferences around consent, addiction, options, anti-bullying through the year.</p> <p>PEF pupils need to be tracked effectively to ensure that early interventions are made.</p> <p>Attendance policy needs revisited to ensure a consistency of approach from across the school with better partnership working with pupils, parents / carers.</p> <p>Anti-bullying policy needs to be launched with pupil and parental view to embed the priorities of the respect me campaign. The policy has been written but registering with the respect me campaign with an anticipated August start 2024.</p> <p>SET time needs to be structured for the BGE, and SNR phase and quality assured to ensure it meets the needs of learners. We have an initial plan that has been trialed this year, but further work is required to ensure it meets the need of all learners.</p> <p>All pupils progress tracked consistently ensuring that barriers to learning associated with poverty or circumstance leading to the effective use of PEF funds for measurable impact. We have a PEF tracker that has been trialed this year but this needs to be used consistently and shared with school staff regularly.</p> <p>RRSA and equalities group has been launched with seniors with teachers supporting. This will need focus throughout the next session.</p>	
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	<p>attendance team more consistently. We have also trialed using online resources to engage learners. We have used a teacher for literacy / numeracy and also accessed youth services for inputs around mental health. The school has made use of the flexi schooling policy to ensure that part time tables are correctly recorded and monitored. Attendance remains a concern and a priority for next session. The PT attendance has not seen a significant impact in attendance and will not continue next year.</p> <p>Our exclusion figures have improved from previous years and correlate with the move to a relationships policy but we have faced significant difficulty around vapes and THC use. We have worked in partnership with the police and local partners and continued a unified approach to tackle this. We continue to build towards the RRSA having achieved bronze last year and working towards silver. We also continue to work towards the LGBT bronze award and using student led committees should support that process.</p> <p>All staff engage in regular professional learning to ensure they are fully up to date with local, national and, where appropriate, international legislation affecting the rights, wellbeing and inclusion of all children and young people.</p>		
<p>Quality Indicator</p> <p>3.2 Raising attainment and achievement</p>	<p>How well are you doing? What's working well for your learners? (Include evidence of impact.)</p>	<p>Areas for Improvement</p>	<p>Evaluation based on the six-point scale</p>
<ul style="list-style-type: none"> Attainment in literacy and numeracy 	<p>Attainment in Numeracy has been a key a concern from the insight analysis especially in applications of math. This has been a</p>	<p>The tracking system that has been created and will be in place for the next session must become embedded. Discussions have been had</p>	<p>3</p>

<ul style="list-style-type: none"> • Attainment over time • Overall quality of learners' achievement • Equity for all learners 	<p>principal focus for this session with the department making changes to ensure tracking and monitoring of pupils with a more positive outlook for this session. Interventions have been clarified with a clear rationale and approach from Sept 23. The introduction of Seemis interventions last session has enabled us to share information with parents and young people on a more frequent basis, however this needs to become consistent across all faculties.</p> <p>Attainment data is based on teachers' professional judgements. This is supported by a range of standardised assessments, moderation, and on-going professional dialogue with promoted staff. Regular tracking meetings have a clear focus on individual children's progress over time using a range of evidence including standardized test results. Moderation usually takes place across the school and staff make good use of the National Benchmarks to support their understanding of standards.</p> <p>The use of insight to inform change and better use of P7 data is a work in progress. A demand that no child leaves school without qualifications has been set.</p> <p>The HT has joined the D&G attendance group to prioritize attendance as a focus for the school.</p> <p>A robust consistent whole school tracking system needs to be developed to ensure continuous progress for learners across the curriculum and at all phases in their education, including points of transition. We</p>	<p>around target setting for pupils and creating target groups based on FSM, low achievers and pupils at risk.</p> <p>The DYW PT in place will continue to embed the ECG meetings and priorities of DYW.</p> <p>SNSA have been done in Feb rather than waiting for June but should now be done prior to October to better inform the option process, target groups and improve attainment for all.</p> <p>We need to consider the breadth and depth of qualifications to improve the opportunity beyond national qualifications and improve tariff scores. We are behind the virtual comparator for attainment with the middle and highest cohort. We therefore can only be considered satisfactory as a judgment of progress at this time.</p> <p>We have trialed the house system and will for the first-time in twenty-years award the house cup. Praise assemblies have been in place this year following their introduction the previous year and should continue to enhance the ethos and values of the school. The Pt aspiration has prompted this change and should be considered for the next academic term.</p>	
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	<p>need to ensure that interventions are used appropriately, and young people are involved with their families in discussions and action plans.</p> <p>BGE development is required to be reviewed and features on the development plan as an identified need within the school.</p>		
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Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation based on the six-point scale
<p>2.2 Curriculum</p> <ul style="list-style-type: none"> Learning Pathways 	<p>Learner pathways and developing the curriculum with a focus on skills development and learner pathways have been a crucial development this session. Working together with parents, youth people and colleagues on our rationale, design, and ongoing development of the curriculum, this session we worked on the transition from BGE to senior phase at the end of S4 into S4, consultation took place with key stakeholders on the curriculum design, offering choice and opportunities to develop learner pathways.</p> <p>The level of personalization and choice is improving outcomes for young people has continued from last year. We ensure young people have access to high quality learning in all curriculum areas and through outdoor learning, which has become a large part of our final term this session and planning for recovery. Building on from our sustainability IDL projects, S2 pupils enjoyed a outdoor learning opportunity with a beach clean event.</p>	<p>A clear focus on meta-skills within the BGE and beyond needs to be developed once the SET program has been finalized to build on skills and ensure that pupils use this as part of their everyday language to describe their journey in school. We have begun this journey with training and information for staff and a working group created.</p> <p>Further development of the senior phase offer is needed, continue to offer a range of NPA's which can be on-line delivery, departments are considering their offers with humanities exploring criminology next academic session owing to requests from pupils.</p> <p>Continue to link in with D&G college and their virtual offer to S4-S6.</p> <p>Clear sign posting of the different options, considering how we advertise opportunities with the creation of DYW ambassadors and a social media presence should continue to be worked on.</p>	<p>3</p>

	<p>A DYW PT has been appointed to develop the ECG and pathways through the school to the next destination</p> <p>A clear link and transition between the BGE and senior phase will needs to be developed. Maximizing options choice means that part of 3rd year is used to begin certificate course with a soft option choice in the Dec of each year to ensure options are correct for every child.</p> <p>We need a clear rationale for class occupancy limits to ensure that early intervention in the lower school years is prioritized over a minimum number of pupils in the senior phase that potentially can be delivered by South-West Connects program from the SWEIC for young people studying both Higher's and Advanced Higher's.</p> <p>The S3 profile has been completed working with pupils to create a resource that captures the end of Bge to better inform the senior phase.</p>		
<p>2.7 Partnerships</p> <ul style="list-style-type: none"> • Impact on Learners • The impact of parental involvement on improving children and young people's learning. 	<p>Our parent council is involved in both strategic and operational matters relating to the school. We consistently involve parents in shaping policy and services to improve impacts. Regular gain feedback through self-evaluation at parent meetings and events. We have used forms to create opportunities for feedback on how the school is doing, anti-bullying, SIP development and family learning within PSE. Developing the Young Workforce and STEM projects have provided opportunities for our pupils to take part in events and field trips this session, linked with DYW.</p> <p>The partnership between DEHS and youth services has facilitated opportunities for collaboration to deliver programs, projects and</p>	<p>Our partnership with youth services should continue to grow and a consideration to expand the Whithorn rebuild project to include opportunities to engage pupils with literacy and numeracy should be considered. This project has seen a number of non-attenders attend should be a stepping stone for school input.</p> <p>The DYW coordinator is making partnerships with local employers a priority. This has seen local employers begin to build links. This is at its infancy but should continue.</p> <p>We have engaged with support for our parent council through Vanessa Morris and our new parent chair has been enthusiastic in committing</p>	<p>3+</p>

	<p>initiative that enhance the educational experience of young people through the Whithorn rebuild project</p> <p>Parental engagement opportunities needs to be developed through</p> <ul style="list-style-type: none"> - Information evenings by faculty - P7 information evenings - Engagement during parent's night on SIP and other improvement priorities. - Use of questionnaires to target involvement - Development of curricular trips with no trips since prior to COVID19 <p>Appointment of DYW coordinator alongside current colleagues will focus the offer around careers days, appointment of DYW ambassadors, ECG and 16+ data collection.</p>	<p>to attend parents night with the parent council, registering a social media presence and reaching out to local councilors.</p> <p>We have begun to work with families through home learning using PSE and work at home. This should continue to be expanded.</p> <p>We have worked with the community on the creation of policies. This should continue and be expanded on.</p>	
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