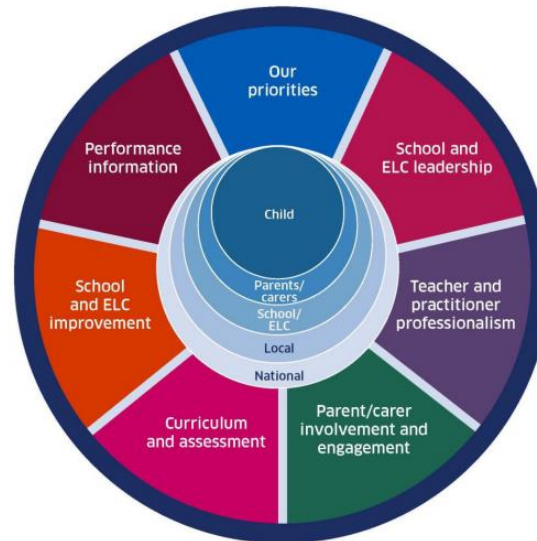**Dumfries & Galloway**
COUNCIL

Education and Learning Directorate

School Improvement Planning
Return to Education and Learning

(2022 - 2023)

School: Douglas-Ewart High School

Date: 17/6/2022

1. Vision, Values and Aims

An essential element in the improvement process is a shared and agreed vision and set of values. These need to be dynamic, reviewed and referred to continuously. The Vision, Values and Aims statement should indicate the school's stance in empowering the school community and partners, and in ensuring excellence and equity for all learners.

Refer to HGIOS?4 / HGIOELC?: Leadership and Management - QI 1.3 Leadership of Change – Theme 1: Developing a shared vision, values and aims relevant to the school and its community; Learning Provision - QI 2.2 Curriculum – Theme 1: Rationale and design; Successes and Achievements - QI 3.1 Ensuring Wellbeing, Equality and Inclusion - Theme 1: Wellbeing & Theme 3: Inclusion & Equality; Successes and Achievements - QI 3.2 Raising Attainment and Achievement - Theme 4: Equity for All Learners

Our Vision, Vales and Aims

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 maximising success for all learners.
3.To develop a common vision across young people, parents, and staff to promote pupils' positive relationships, recognise 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: 15/6/22

Review Activities   *May/June 2022: Review with Pupil Council, Parent Council, Staff Voice, completed using Teams. Agreed to continue with CARE as the basis of our core values.*

3. SCHOOL IMPROVEMENT PLAN 2022 – 2023 *(Limit the number of priorities to ensure they are manageable and achievable.)*

Clearly identify within your School Improvement Plan where you are using Pupil Equity Funding to improve outcomes for learners.

The 'Planned Management of Improvement Area' (Column 4) should indicate lead person/s, resources, time allocations; for example, collegiate sessions. Consideration should be given to how bureaucracy will be reduced and workload managed with the school's 35-hrs Working Time Agreement.			
Improvement Area	**How are you using pupil equity funding to improve outcomes for learners?**		
	Outcomes for Learners / School Community	**Key Tasks**	**Planned Management of Improvement Area** (Include: Responsible/Lead Person, Time Allocations, Funding – including PEF and Expected Completion Date.)
School Priority 1 Improvement in attainment: Further enhance our use of Monitoring, tracking and Interventions to impact positively on levels of attainment & achievement, particularly in Literacy, Numeracy and Wellbeing. **NIF Priority** Improvement in attainment, particularly in literacy and numeracy; Closing the attainment gap between the most and least disadvantaged children **NIF Driver** School Leadership, Teacher Professionalism, School Improvement **HGIOS?4** 2.3, 1.2, 1.4, 1.5, 3.2	Shared understanding of monitoring and tracking leading to a more consistent approach adopted across all faculties to improve support for young people. Literacy and Numeracy and end of S3 levels for all subjects will be in line with transition to senior phase ELT further develop the use of CAT testing data to inform and support raising attainment with targeted pupils in S1	A more streamline approach to the pupil experience from option choice, tracking, interventions and course progression. Intervention letters give advice to young person and parents issued by each class teacher, linked to learning conversations WTA and Quality Assurance processes reviewed to offer staff training, moderation support and learner conversations. Data shared with all staff at regular interval on school calendar by PTC Literacy & Numeracy Ensure we use effective tracking and monitoring and target-setting in order that there is clear information on attainment across all subjects Monitoring and Reporting system from S1-S6 to better track and intervene to improve learner attainment	August INSET focus on SIP. Aug-onwards PTC lead with Faculty ELT produce a simplified explanation of tracking and support for parents linked to each tracking period. PTC monitor Interventions Aug onwards Reviewed at ELT twice a term Literacy Nook and Numeracy hub groups identified for use to support attainment. PEF funded posts Aug – onwards £2000 PTC lead at DM and Whole School Activities sessions A focus at each ELT meeting DHT BGE/SP creates tracking reports DHT Wellbeing link to PEF interventions Aug – onwards £30000

		All staff review BGE levels at key points on the QA calendar, linked to SNSA data. Use of data reviewed by each faculty to inform an action plan Risk matrix used by all facilities and a focus at departmental meetings to share data and linked to learning conversations.	PTC Literacy/Numeracy and PT Development responsible - ongoing Training on Risk matrix Aug inset and at each DM. PEF funded post £25000
	Further development of the SET curriculum to support attainment and achievement, Young people to be more involved in their attainment conversation, taking responsibility for learning. Use of CARE and the Pillars for CfE to enhance and support raising attainment	S3 formal assessments period utilized by all facilities. SET curriculum reviewed and re-developed. Relationship data including Merits/Demerits, interventions and Referrals reviewed by SET teacher on a monthly basis PTS and PTC meet weekly to discuss risk matrix and next steps. Introduce new pupil planners	PTC develop Assessment Calendar – Nov 2022 PTS Aug - onwards Re-launch relationships policy Aug inset SET teacher Monthly review PTC and PTS Aug -onwards
School Priority 2 To further support the mental, social, emotional and physical wellbeing of all children, families and staff as part of our approach to COVID recovery **NIF Priority** Improvement in children and young people's health and wellbeing **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	**Outcome** Family learning opportunities and events to encourage families back into the building and development relationships Learning walks in trio partnerships with a focus on mindfulness buddies/champions All staff given opportunities for leadership in their own practice and planning for change, corporate responsibility to lead change Focus on **CARE** values and supporting wellbeing of all in line with the Morgan report	**Key Tasks** Voluntary faculty showcase events, School fete and term events, linked to centenary celebrations PTC lead the learning walks partnership programme ELT standard item to discuss wellbeing, review ways to praise and support colleagues' wellbeing SLT weekly drop-in session to continue	**Planned Management of Improvement Area** PTC lead these events - Aug ongoing £1000 DHT Wellbeing and recovery to lead DHT Wellbeing and recovery working group – staff wellbeing champions £4000 ELT Meetings as school calendar SLT weekly Tuesday drop ins

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		Revisit and relaunch our positive relationships policy and restorative practices across the school Embed consistency of approach to 'relentless routine 'and get ready to learn approach to relationships and behaviour	Relationship for Learning working group – HT led Aug onwards
HGIOS?4 Qis 3.1, 3.3, 1.4,1.5, 2.1, 2.2, 2.3, 2.4, 2.5	Focus on a get ready to learn approach – Foundations of Learning to aid recovery and improve engagement Supporting wellbeing through reviewing barriers to learning and attendance support, enhance primary transition earlier with transition activities being in P6, and re-focus on Better Relationships, Better Learning to embed positive relationships within wellbeing Consult on and renew school inclusive policies including Anti bullying Policy and Inclusion and Equality Policy	Working group to incorporate the learning week's themes. Recognising the time required for staff to plan and develop learning resources Directing staff towards resources and information about specific aspects of H&WB, for example promoting self-confidence, resilience and coping skills Providing opportunities for staff to share good practice focused on "time saving" or "what worked well" strategies Wellbeing group plan and develop resources and support for colleagues	HT lead working group – feedback at each Whole School Activities event PTS lead- Aug 2022 Departmental meeting include wellbeing on each agenda Pupil Equity post continued £25000 Staff wellbeing group led by DHT Wellbeing & Recovery Sep 2022
	Staff wellbeing group created to support better working Further develop pupil voice and identity to support wellbeing	Develop the Senior School leadership handbook and code of conduct, re-launch the pupil council as a change makers group	Led by K Hogg and Youth Services. PEF funded £5000
School Priority 3 Continued curriculum development, investigate ways to enhance the offer in light of the Ken Muir report- *Towards a Future Vision for Scottish Education* **NIF Priority** Improvement in skills and sustained, positive school-leaver destinations for all young people	**Outcome** To review and enhance our curriculum offer with a focus on progression pathways which includes an alternative curriculum for disengaged young people	**Key Tasks** IDL projects in BGE with a focus on our CARE vision. Options booklets redeveloped to focus on careers/DYW and skills and Pathways S1/S2 Digital literacy course developed. MVP and DYW senior ambassadors assigned to each faculty. Increase the virtual and media curriculum offer	**Planned Management of Improvement Area** DHT for Wellbeing and Recovery lead working group on IDL. PTC review the curriculum offer PEF proposals link with MVP and Digital literacy

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Improvement in attainment, particularly in literacy and numeracy. **NIF Driver** School leadership Teacher and practitioner professionalism Parent/carer involvement and engagement Curriculum and assessment Performance information **HGIOS?4 Qis** 1.1, 1.2,1.3, 1.4, 1.5, 2.2, 2.3, 2.4, 2.5	Revisit curriculum pathways to ensure we maximise attainment for the 20% most disadvantaged Using *the Towards a Future Vision for Scottish Education* document to audit our curriculum to ensure that Skills for learning, life and work embedded into curriculum The promise Plan 21-24: Right to an education Plan is adopted across all faculties Making the links between the UNCRC, Morgan Review and The Promise linked the Support leaners review.	Faculties will consider the full range of qualifications within the SCQF in order to maximise the attainment and achievement of young people, especially lateral pathways. Key word display for literacy across the curriculum PTC work with the skills progression framework to embed this into each faculty Building Futures Galloway pilot project Working group set up to review the Promise guidance and support faculties with meeting the priorities of The Promise: Care experienced children and young people will receive all they need to thrive at DEHS. There will be no barriers to their engagement with education and DEHS will know and cherish their care experienced pupils. Care experienced young people will be actively participating in all subjects and extracurricular activities in DEHS The formal and informal exclusion of care experienced children from education will end. DEHS will support and ensure care experienced young people go on to genuinely positive destinations, such as further education or employment	PEF funded post lead on this across faculties PTC group and ELT PT English lead PTC group lead Sept - onwards PT English lead with PT DYW PTS lead with HT Oct 2022 onwards PEF funded £5000 PT Supporting Learners led Aug – onwards linked to PEF funding £2000

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