

Dalkeith High School

Improvement Plan 2023-24

Section 3: Improvement Plan 2023-24

Establishment	Dalkeith HS
Associated School Group	Dalkeith
Session	2023-24
Prepared by	Emma Ormerod
Date	June 2023
Reviewed by	Name <i>Catriona McKinnon/Julie Fox</i>
Reviewer recommendations	SQIP agreed Notes for SQIP requires amendment:see feedback
Date signed off	Date <i>Sept 23</i>

Midlothian Education Service Priorities

<p>Why? Our vision</p>	<p><i>All children, young people, adults and communities in Midlothian are supported to be the best they can be. This will be achieved through a nurturing, respectful and collaborative approach that promotes wellbeing, equity, inclusion and lifelong learning.</i></p>	
<p>What? Our improvement priorities</p>	<p>Raising attainment to ensure that all children and young people in Midlothian achieve outcomes which lead to positive destinations</p> <ul style="list-style-type: none"> ● Learning, teaching & assessment ● Curriculum ● Equity 	<p>All children & young people feel valued & included, and have the same opportunities to succeed</p> <ul style="list-style-type: none"> ● Relationships ● Wellbeing & care ● Inclusion & targeted support
<p>How? Our improvement drivers</p>	<ul style="list-style-type: none"> ● Continuous professional learning for all colleagues ● Data which drives improvement ● Quality improvement framework ● Strong leadership at all levels ● A children's rights-based approach ● Digital empowerment 	

Raising attainment to ensure that all children and young people in Midlothian achieve outcomes which lead to positive destinations

- Learning, teaching & assessment
- Curriculum
- Equity

Where we are in Summer 2023	By Summer 2024	By Summer 2027
<i>A Lesson Evaluation Toolkit has been established and is being used across almost all faculties to reflect on effective approaches to learning, teaching and assessment in the classroom</i>	<i>We have a robust tracking and monitoring system in the senior phase which highlights cohorts of pupils who need intervention and support at an earlier stage. All staff are clear with their role in raising attainment.</i>	<i>Our curriculum is aspirational while also supporting young people to make the most of their attainment and achievement. This is reflected in our improved positive destination figures which now sits at 99%.</i>

Quality Indicator:	1.1 Self Evaluation for Self Improvement		
Aim:	Develop collaborative approaches to self evaluation to ensure impact on learners' successes and achievements.		
Key Actions	Lead Person	Timescale	Expected measurable outcomes for learners (How will we demonstrate this?) (So what?)
Development of whole school Quality Assurance Calendar	CK	August 2023	<ul style="list-style-type: none"> ● Clearer roles and responsibilities for all staff regarding quality assurance ● Improved links between SLT line managers and PTs
Engage in networking opportunities to develop clear self-evaluation processes at DHS	CK	June 2024	<ul style="list-style-type: none"> ● Established a self-evaluation process for whole school improvement by next session (2024-25) ● Clear collaboration of all stakeholders in school improvement ● Processes to show how triangulation of evidence will be used to inform whole school improvements.
Pupil Council to be set up to represent pupils across all year groups	AF	June 2024	<ul style="list-style-type: none"> ● Evidence of pupil voice gathered to inform school improvement ● Evidence of feedback from equity groups gathered to inform school improvement ● Pupil Council agendas and actions to be communicated with all pupils ● Each register class to have representative to allow improved communication between pupil body and pupil council ● Pupil Voice is leading improvement changes across the school. Pupils feel valued and heard. ● Pupils leading more assemblies.

Quality Indicator:	1.3 Leadership of change		
Aim:	Develop opportunities to collaborate with stakeholders to make improvements		
Key Actions	Lead Person	Timescale	Expected measurable outcomes for learners (How will we demonstrate this?)
Set up a working group to plan a consultation with pupils, parents and staff to review our school's vision, set clear values and aims.	EO	June 2024	<ul style="list-style-type: none"> • Vision, values and aims updated • All school policies and improvement changes work towards the new vision, values and aims • Consistent assembly programme • You said, we did feedback will illustrate the power of pupil voice • Visible values across the school - on displays, in restorative conversations, whole school discussions etc.
Improved communication about professional learning opportunities for staff	SG & EO	September 2023	<ul style="list-style-type: none"> • Established in house professional learning programme. At least 50% of staff will have engaged in a twilight session. • Professional learning google site to be updated with local and national opportunities for staff. Evidence will illustrate that almost all staff are using this platform. • ELT time dedicated to sharing good practice to support collaboration.
Senior Pupil Leadership team to create pupil committees to work on improving areas of school life	SG	October 2023	<ul style="list-style-type: none"> • Pupils will be empowered to make changes and take ownership over areas of school development • S6 committees to be set up • Senior Pupil Leadership Team development role established to work with S6 pupils to develop a leadership academy
Improved communication with parents about operational and strategic changes to the school	EO & SG	May 2024	<ul style="list-style-type: none"> • School website updated - improved access to school information and updates. • Parental consultations to be outlined early in the new term to give overview to parents

Quality Indicator:	2.2 Curriculum		
Aim:	Improve senior phase curriculum by reviewing and amending the curricular offer in line with MACO recommendations		
Key Actions	Lead Person	Timescale	Expected measurable outcomes for learners (How will we demonstrate this?)
Participate and engage in the MACO consultation	JB & EO	November 2023	<ul style="list-style-type: none"> An equity of curricular offer for all learners across Midlothian Council An improved curricular offer in the senior phase. Increased number of pupils accessing FAs, improved pathways into computing science.
Seek feedback from pupils, staff and parents on the MACO consultation outcomes	JB & EO	November 2023	<ul style="list-style-type: none"> Stakeholder feedback used to develop a curriculum which not only supports all learners across Midlothian but also considers our school's context Complete a you said, we did feedback sheet for all stakeholders
Use outcomes from MACO consultation to refresh curriculum offer in the senior phase to allow for greater sharing of resources across Midlothian Council Secondary Schools	JB	November 2023	<ul style="list-style-type: none"> Refined curricular offer for all pupils Number of courses chosen within senior phase reviewed - focus will be to give pupils the maximum chance to gain five qualifications at best level
Aim:	Explore use of Timetabler software to develop coursing and timetabling processes		
Key Actions	Lead Person	Timescale	Expected measurable outcomes for learners
Investigate use of Timetabler and Options software, and implement if desirable	JB	November 2023	<ul style="list-style-type: none"> Refined curricular offer for all pupils

Quality Indicator:	2.3 Learning, Teaching and Assessment		
Aim:	Continue to build staff capacity to support the implementation of digital technology to further enhance engagement and quality of teaching and learning in classes		
Key Actions	Lead Person	Timescale	Expected measurable outcomes for learners
Establish a working group dedicated to developing a BGE Digital Literacy course	SG & BA	May 2024	<ul style="list-style-type: none"> Digital Literacy curriculum developed to be taught by any teacher. Responsibility for all is clear.

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Key Actions	Lead Person	Timescale	Expected measurable outcomes for learners
			<ul style="list-style-type: none"> All BGE pupils are achieving outcomes in digital literacy as outlined within the technologies benchmarks
Improve collaboration between Digital Learning working group and Teaching and Learning (T&L) working group	SG & RMcG	May 2024	<ul style="list-style-type: none"> Enhanced learning experiences in the classroom using digital platforms - Planned lesson observations will support this Pupils trained using read, Write to support revision and learning in the classroom Assessment practices developed across faculties using digital packages on Google to support all young people to engage fully in their learning
Time dedicated in CAT sessions to support staff in their use of digital technology to further enhance the quality of teaching and learning			
Aim:	All teachers regularly engage in learning walks (whole school and faculty) and demonstrate a commitment to continue to build a professional learning culture		
Key Actions	Lead Person	Timescale	Expected measurable outcomes for learners
<ul style="list-style-type: none"> Introduce and drive forward practitioner enquiry (allocated time in CAT sessions) 	SG & RMcG	June 2024	<ul style="list-style-type: none"> All teachers reflect on areas of development within their own practice using the lesson evaluation toolkit In year 1, some staff supported to develop their practice using practitioner enquiry as a driver for change - impact in the classroom measured through enquiry.
<ul style="list-style-type: none"> Quality assure teacher and faculty use of the lesson evaluation toolkit through planned observed lessons and learning walks 	ELT	Jun 2024	<ul style="list-style-type: none"> Consistency in the classroom as reflected in our Learning and Teaching policy. Evidence to be collates to inform next steps in learning and teaching

Quality Indicator:	3.2 Raising attainment and achievement		
Aim:	Implement a more robust approach to tracking and monitoring to enable ALL staff to have an overview of Senior Phase pupil progress and targeted interventions put in place by CLs and House Teams		
Key Actions	Lead Person	Timescale	Expected measurable outcomes for learners
Reintroduction of internal Senior Phase tracker and allocated tracking weeks for departments, House Teams and SLT	SG & EO	March 2024	<ul style="list-style-type: none"> ● Raising attainment roles and responsibilities in place for individual teachers, Curriculum Leaders, House Teams and SLT to analyse tracking and put appropriate interventions in place to support pupils. <ul style="list-style-type: none"> ○ Tracker will outline interventions for each pupil ○ Whole School attainment data to be shared with staff and targets set ● All SLT to have an area of attainment on their remit to ensure no young person is left behind. <ul style="list-style-type: none"> ○ SLT time will be dedicated to review tracking and monitoring of attainment over time and national benchmarks ○ Enhanced partnership working with those on vocational pathways to ensure that all pupils achieve 5 NQ's by the end of S4. ● Improved attainment at all levels in senior phase - see school targets
Change of levels process incorporated into Senior Phase tracking weeks to streamline process	CK, JB and PSLs	March 2024	<ul style="list-style-type: none"> ● Earlier interventions and attainment analysis will ensure less pupils are moved down a level ● Pupil Support team will have a clear overview of individual pupil attainment as well as whole school attainment ● Improved coursing conversations which are aspirational and focussed on a young person's positive destination
Development of SQA Presentation Policy	CK	August 2023	<ul style="list-style-type: none"> ● Fewer level changes and greater number of young people attempting and passing final full awards.
Continued development of targeted interventions in place including "Focus on 5" workshops	CK	June 2024	<ul style="list-style-type: none"> ● Increased number of candidates achieving at least 5 NQ's by the end of S4.

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Key Actions	Lead Person	Timescale	Expected measurable outcomes for learners
Aim:	Reinvigorate whole-school approach to raising levels in literacy and numeracy		
Key Actions	Lead Person	Timescale	Expected measurable outcomes for learners
Work with ASG colleagues to ensure transition from primary to secondary is supporting learners' progress in Literacy	GJ	May 2024	<ul style="list-style-type: none"> ● Shared understanding of what constitutes achievement of a level ● Consistency of literacy framework to support pupils across the BGE ● Improved communication of attainment in literacy
Track and monitor pupils attainment in literacy and numeracy, using the stretch aims as a measure for success	FHG & GJ MK	June 2024	<ul style="list-style-type: none"> ● Improved attainment in ACEL data by the end of S3 ● Interventions in place for learners in S1 and S2 to support their achievement of the next attainment level

All children & young people feel valued & included, and have the same opportunities to succeed

- Relationships
- Wellbeing & care
- Inclusion & targeted support

Where we are in Summer 2023	By Summer 2024	By Summer 2027
<i>GIRFEC paperwork and procedures have been refined, which includes a more robust tracking and monitoring system. Positive relationship policy has been created by pupils and staff to support learners and staff in the classroom.</i>	<i>Attendance policy will be part of daily practice across the school. All staff members know their role. Attendance figures sit at 90%.</i>	<i>School policies are in line with statutory requirements and are embedded across the school. A suite of targeted and universal supports will be in place to support inclusion.</i>

Quality Indicator:	3.1 Ensuring Wellbeing, Inclusion and Equality		
Aim:	Develop and embed a whole school attendance policy		
Key Actions	Lead Person	Timescale	Expected measurable outcomes for learners
Attendance policy to be launched	EO'C	August 2023	<ul style="list-style-type: none"> ● Clear expectations for pupils and staff ● Attendance letters to be issued to parents to support young people to engage in learning ● Consistent use of SEEMIS in the classroom
Introduce a robust tracking and monitoring system to monitor attendance	EO'C	September 2023	<ul style="list-style-type: none"> ● Timely reviews of attendance to be carried out by all those involved (Staff, PCWO's, PSL, DHT's) ● Improved attendance for pupils currently sitting with 60% - 90% attendance
Create a whole school focus and system to address lateness	EO'C	May 2024	<ul style="list-style-type: none"> ● Improved communication with home if pupils are persistently late to class ● Consistent use of SEEMIS in the classroom ● Timely reviews at House Team Meetings and monthly letters sent.
Improve S1 - S2 in-house interventions for pupils who struggle to engage in learning experiences across the school	MK	December 2023	<ul style="list-style-type: none"> ● Number of interventions increased ● Wellbeing meetings supported by in house interventions - managed by M. Kelly ● Nurture provision established and improvements in attendance and engagement evident for targeted pupils ● Improved engagement and attendance of targeted pupils
Aim:	To create a more systematic and shared approach towards recording and dealing with, Bullying and Equalities incidents		
Key Actions	Lead Person	Timescale	Expected measurable outcomes for learners
Create a new school Bullying and Equality policy	SMcD & EO'C	May 2024	<ul style="list-style-type: none"> ● Introduction of a more robust recording system for Bullying and Equality incidents ● Work closely with partner services (community police officer) to support pupils and staff ● Give pupils opportunities to voice their experiences of discrimination
Work with SfP to enhance PSE curriculum around Inclusion and Equality	PSL Team	May 2024	<ul style="list-style-type: none"> ● Curriculum timeline updated ● Resources varied and uptodate to support young people

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Key Actions	Lead Person	Timescale	Expected measurable outcomes for learners
			<ul style="list-style-type: none"> improved pupil voice regarding impact of PSE programme in Senior phase.

Improvement drivers

Please see below how we endeavour to embed the 6 drivers in 2023 - 2027.

Continuous professional learning for all colleagues

How is continuous professional learning enabling you to achieve your school improvement priorities?

- In house CPD programme in place to support staff to evaluate the areas of the lesson evaluation toolkit which they would like to develop further.
- Relational practice to be a focus of one of our in-service days to support staff to resolve challenging situations in the classroom.
- Develop leadership opportunities for all staff to support career long professional learning
- PRD goals to be linked to professional learning programme in school

Data which drives improvement

How are you using data to drive school improvement?

- Whole school targets shared with all staff
 - New tracking system in senior phase to highlight pupils who require intervention earlier
 - Interventions to be tracked and communication home improved
- SQA analysis meetings to be consistent and focused on number of passes and value added to whole school attainment
- Literacy and Numeracy data dashboards to be used at key points throughout the school year.
 - Pupils who are not on track to be highlighted earlier to reduce the number of pupils not attaining literacy or numeracy by the time they are leaving Dalkeith High School
- Attendance data will be more robust to allow for improved and consistent intervention for pupils and their families

Quality improvement framework

What quality improvement activities do you have planned for the session?

- Consultations planned for next year are:
 - Equalities and bullying
 - Vision, values and aims
 - MACO
- Within school staff will continue to engage with the lesson evaluation toolkit - learning trios to be established and planned

observed lessons to be part of faculty quality improvement calendar

- Moderation within the BGE to developed, especially within literacy

Strong leadership at all levels

How will leadership be developed across your school during the session?

- Streamline SLT and ELT remits
- ELT to focus on sharing good practice and more time for collaboration across faculties
- Coaching model to be used to support staff during PRD
- Working groups to move forward areas of school improvement
- Consistent approach to Faculty Improvement plans
- Line manager meetings to be established and focus on strategy behind Faculty Improvement Plans

A children's rights-based approach

How will you continue to embed UNCRC within your school?

- Re-establish a Pupil Council which represents the whole pupil body
- Develop improved methods of communication with pupils through digital classrooms and assemblies
- New policies explicitly reference the articles of UNCRC
- UNCRC re-launch to staff and pupils in August 2023
- Pupil and parental voice captured and acted upon for school consultations and improvement activities

Digital empowerment

What are your digital inclusion & learning

- All staff to continue to engage with new platforms to develop learning and teaching in the classroom
- Sharing good practice to be built into CAT sessions to support learning and development in this area
- Digital Schools award framework to be explored