

Dalkeith High School

Standards and Quality Report 2022-23

Section 1: Our context

a) School/setting information

School/setting name: Dalkeith HS

School/setting location: Dalkeith

Associated School Group: Dalkeith

School/setting roll: 937

Relevant contextual information:

Dalkeith High School serves the town of Dalkeith and surrounding areas. It is a comprehensive school welcoming pupils from pupils from a wide range of backgrounds: from SIMD 1 to SIMD 10, and from urban to rural communities. We have 4 feeder primary schools - Danderhall, Kings Park, Tynewater and Woodburn.

School Roll is increasing. Throughout the school year, we receive a large number of enrolments across all year groups. We work hard to accommodate all enrolments.

Senior Leadership Team consists of 1 Head Teacher, Emma Ormerod, who has been in post since August 2022. 3.6FTE Depute Head Teachers who all have whole school responsibilities linked to How Good Is Our School 4. The extended Leadership team consists of 14 Curricular Leaders, 5 Pupil Support Leaders, 1 Principal Teacher Support For Learning, 1 Principal Teacher Enhanced and Complex Needs. All SLT and ELT remits have been redesigned to fit the priorities of the school moving forward.

50% of our young people have an Additional Support Need. Work is taking place over the course of next session to address in house interventions which are required to support more of our young people across the school.

We have an Enhanced and Complex Needs Provision, called the HIVE. From session 2023/24 this will be a two classroom provision, serving a total of 17 pupils from S1- S6.

b) School vision, values and aims

Our shared vision was developed in consultation with stakeholders.

Dalkeith High School: Enabling all young people to succeed in an inclusive, respectful and stimulating environment.

Our school values of respect, fairness, honesty, success and confidence are enshrined in our stained glass window. The window, made by a local artist based on designs created by our pupils, was a gift to the school from the Parent Council to mark the school's centenary in 2014.

The school motto throughout the years has been LABOR VINCIT - 'Hard work prevails' and is true today as it was when Dalkeith High School first opened its doors to pupils in 1914. However, in more recent years our newly-adopted motto has been used to set the course for continued school improvement.

Dalkeith High School: Determined, Happy, Successful

It has been recognised over the course of this academic year that the school vision, values and aims need to be redesigned to represent the young people, staff and families which Dalkeith High School now serves. It is clear from consultation that staff and pupils are unclear of the school's values. We hope to address this over the course of next session.

c) Consultation & communication

This year, we have consulted in the following ways.

All feedback gained from focus groups has been used to develop policy and improvement plans.

With learners

- 50 pupils involved in pupil focus groups to develop our Positive Relationship Policy
- 150 pupils involved in dress code consultation
- S1 pastoral evening seeks feedback from pupils on how we can improve wellbeing support
- S2 cohort were involved in the mobile phone consultation.
- S5 and S6 cohorts were involved in traffic lighting improvement priorities for 2023 - 2024.
- Pupils have been part of all recruitment panels this year, either through a pupil panel or observed lesson.

With parents, carers & families

- Parent council has been a great forum to discuss improvement activities and next steps.
- Survey Monkey has been used to collate feedback from parents on school dress code and parent evenings
- A drop in School Improvement Planning session was offered to BGE parents

With staff

- Consultation on the positive relationship policy with all staff
- Active working groups exist across the school.
 - Teaching and Learning
 - Wider Achievement
 - Positive Relationships
 - Equity
- Consultation on National discussion around the purpose of Education and the Hayward review. Feedback from sessions was sent to Scottish Government.
- The Extended Leadership Team have evaluated 2.3 Learning, Teaching and Assessment based on their faculty experience. Feedback gathered was used during QI visit 2.
- Staff focus groups were arranged and set up for QI visit 2 - highlighting how the lesson evaluation toolkit is being embedded into practice.

With others

- This is an area of development for the school.
- Great partnership working exists during the wellbeing forum and 16+ meetings.

Section 2: Standards & quality report 2022-23

This year we worked on the following improvements:

- Raising Attainment
- Improve Equity and Inclusion, through Nurture
- Enhancing learning, teaching and assessment, using digital technology

Brief summary of how well we did. This should include your PEF plans and associated improvement outcomes.

Improvement outcome we were trying to reach	What happened?	Impact on the improvement outcome.	What next?
Improve the analysis and quality of grades pupils achieve through improved curricular pathways	<p>Improved faculty assessment records.</p> <p>SQA analysis meetings took place with all faculties.</p> <p>INSIGHT analysis took place and communicated to all staff, pupils and parents.</p> <p>INSIGHT Analysis CPD for SLT.</p> <p>Robust quality assurance procedures for change of level requests.</p> <p>QMU mentoring.</p> <p>Mentoring programme for pupils sitting 5 or more highs.</p> <p>Improvement in leavers data at all measures.</p> <p>Focus on 5 National</p>	<p>Leavers data is above virtual comparator at all measures.</p> <p>Positive destinations are in line with comparators.</p> <p>Pupil voice illustrates the benefits of the mentoring programme - they feel this supported them to set revision programmes, consider revision techniques and keep on top of areas of development.</p> <p>19 Young People have engaged in and completed the QMU programme.</p> <p>Focus on 5 - 13 NQ's across 6 subjects for 8 Pupils.</p> <p>SLT remits reviewed to ensure attainment is a central focus.</p> <p>Improved tracking and</p>	<p>SLT Attainment links to be established. SLT to report back during SLT and ELT meetings with regards to attainment analysis at key points in the year.</p> <p>Quality Assurance calendar to reflect the point above.</p> <p>Presentation policy to be developed and updated.</p> <p>Change of level timeline to be adjusted to take into account the quality assurance process.</p> <p>Tracking and monitoring spreadsheet to communicate to pupils who are not achieving 5 qualifications. Faculty interventions to be put in place if appropriate. PTs to have a greater sense of autonomy over communication with parents</p>

	<p>Qualifications for pupils at risk of not achieving 5 awards.</p> <p>Continued development of the senior phase curriculum.</p> <p>Continued development of S3 curriculum to meet the needs of all pupils</p>	<p>monitoring system in the senior phase to ensure pupils who are at risk of failing are highlighted earlier in the year.</p> <p>Increased number of successful Foundation Apprenticeships at National 4 and 5 level - 22 pupils for 2023/24 session</p> <p>New courses are running at at least 50% capacity for year one.</p> <p>Introduction of Level 5 Applied Sciences course</p> <p>Introduction of Soccer Skills enrichment opportunity</p>	<p>regarding attainment. Further tracking needed for those receiving mentoring to illustrate impact.</p> <p>ASG to focus on literacy frameworks to enhance achievement of a level results.</p>
<p>Develop a lesson evaluation toolkit which supports classroom teachers to plan and reflect on their own practice. Professional learning to be focused around the key points within this toolkit to support effective practice in the classroom.</p> <p>Refinement of tracking procedures which supports faculties in their analysis of the data.</p>	<p>Revised Learning and Teaching policy with incorporation of digital technology.</p> <p>Professional reading library created.</p> <p>Professional Learning Google site launched and accessed by staff regularly</p> <p>Co-created Lesson Evaluation Toolkit launched</p> <p>Re-established Learning Walks</p> <p>Time dedicated to the development of teaching and learning, including digital</p>	<p>QA visit 2 validated our school evaluation of 2.3 as Good. The review team commented that there were elements of Very Good with this part of the school's development.</p> <p>Almost all staff contributed to the creation of the lesson evaluation toolkit and therefore see the value in its use. Most faculties use this toolkit to plan lessons and evaluate practice.</p> <p>All faculties have used the lesson evaluation toolkit to select a shared area of development. Faculties have been encouraged to use</p>	<p>Quality assurance procedures to be developed to ensure the lesson evaluation toolkit is having an impact in the classroom.</p> <p>Pupil voice to be sought to further enhance the learning and teaching policy.</p> <p>Digital learning to be a central focus on the learning and teaching working group.</p> <p>Digital literacy curriculum to be developed to build capacity in all staff to deliver a BGE course from August 2024.</p> <p>PRD CPD needs to be collated</p>

	<p>learning during CAT sessions and in-service days.</p> <p>Staff lead CPD sessions to share good practice across the school.</p> <p>Learning and Teaching working group established and leading on this area of school improvement. Shared leadership roles evident within this group.</p> <p>Evidence collated from faculty meetings illustrates that learning and teaching is a standing item on agendas.</p>	<p>faculty time to share good practice around this area of development.</p> <p>Qualitative data gathered following Learning Walks. Collective areas of good practice and areas of development have been shared with all staff.</p> <p>Qualitative data collected throughout this collaborative process indicates that most staff feel valued and support the changes made in regards to teaching and learning.</p> <p>Representation from most faculties in the Teaching and Learning working group</p> <p>Feedback gathered following professional learning sessions confirmed that almost all staff value and make use of the professional learning site to develop their practice.</p> <p>Most staff are confident using digital technology in their lessons based on the data gathered following the latest Digital Technology professional learning session</p> <p>38% of teaching staff have accessed the professional reading library this academic year.</p>	<p>and used to build an in house CPD programme for staff.</p> <p>Improved communication to staff regarding CPD opportunities.</p> <p>Professional Reading group to be established to consider research and reflect on practice at school. In year 1 the focus will be on creating a forum for staff to discuss research and literature within education. In year 2, the expectation would be that the areas discussed will be seen within the classroom.</p> <p>Re-establish line manager observations.</p> <p>Continue to develop a learning walk programme for staff.</p>
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		29% of teaching staff have led a whole school professional learning session this academic year.	
Improve staff knowledge and understanding of their role within wellbeing, equity and inclusion.	<p>It should be noted that based on evidence from staff feedback, quality assurance evidence and pupil/parent voice it was clear that a focus on establishing clear, consistent and robust routines were necessary to ensure we are meeting our statutory responsibilities. As a result, the following improvements have been made which were not highlighted in last year's SQIP.</p> <p>Attendance Policy has been established.</p> <p>GIRFEC paperwork has been streamlined and staff CPD has taken place regarding roles and responsibilities.</p>	<p>Policy and procedures created - unified approach for all staff. All staff understand their role within this policy. Clear guidelines are in place for classroom teachers, which will support a more consistent approach to analysing attendance. House meetings now have a monthly focus on attendance.</p> <p>Consistent approach to GIRFEC paperwork. New wellbeing concern forms and Child Protection procedures are now in place. All staff know their role and responsibility.</p> <p>GIRFEC overview is now in place which highlights and</p>	<p>Launch Attendance and punctuality policy</p> <p>Establish attendance tracking system.</p> <p>Use the authority dashboard to support this.</p> <p>Establish in house interventions to support pupils wellbeing, attendance and engagement.</p> <p>Nurture classroom to be established. Tracking system to be set up to review impact on nurture on our young people.</p> <p>Bullying and Equality policy to be established through stakeholder consultation.</p> <p>Number of pupils with Additional Support Needs to be quality assured. SEEMIS to reflect this.</p> <p>Work towards UNCRC silver award.</p> <p>Careers fayre, work experience and business lunches to be set up this year to support pupils to consider</p>

		<p>tracks which partner agencies have been involved with the individual pupil, as well as the actions the team around the child have made to support the young person.</p> <p>Tracker created. Input on SEEMIS. A consistent approach to dealing with GIRFEC concerns is now monitored as a result.</p> <p>HUB204 provided a nurturing space for learners who were struggling to engage.</p> <p>16+ data is now being gathered and is now being monitored at regular intervals. Roles and responsibilities established and now clear for all.</p> <p>Effective Pupil Support Leader remits established. Each PSL has a whole school remit, which is clear and supports the improvement agenda within this part of the school. House meetings now have a monthly focus. This is set by the DHT Pupil Support and links into whole school tracking of attendance, wellbeing and attainment. Pupil Support Faculty meetings take place weekly. New roles and responsibilities established for wellbeing meetings, attendance at these</p>	<p>their next steps while also being aspirational.</p>
	T&M of GIRFEC procedures		
	Development of in house interventions created.		
	16+ data and tracker in place.		
	Review of pupil support remits, effectiveness of house meetings and pupil support faculty meetings		

		meetings and general working of the pupils support faculty.	
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PEF IMPACTS

Gap	Intervention	Evaluation	Impact
Poor attendance at all stages in the school	Pupil Care and Welfare role established	<p>Strong relationships built with pupils who struggle to maintain a full timetable.</p> <p>This role has been most effective since January with a change in personnel.</p>	<p>Clear attendance procedures exist. The PCWO deals with all truancy issues. The level of truancy has reduced from January - June as a result of this intervention.</p> <p>Improved communication between home and school regarding attendance.</p> <p>Attendance is now being monitored on a monthly basis.</p>
<p>Improvement in attendance and reduction of exclusions.</p> <p>Improved support for pupil health and wellbeing</p>	Youth Worker role established	<p>Little evidence to suggest that any impact has been made as a result of this intervention.</p> <p>No monitoring of attendance exists at the start of this intervention so it is difficult to comment on the effectiveness of this intervention.</p>	<p>Limited number of pupils accessed this intervention. Pupil voice from those who did access this, enjoyed the sessions and participated positively in discussions. Strong relationships were established for a few pupils with this member of staff.</p>
Improved support for pupil health and wellbeing	Wellbeing HUB 204	A well intentioned intervention but lack of training for staff around nurture created a confused message to pupils. Due to staffing this intervention did not continue after December.	<p>Pupils unclear on whether this was nurture of literacy intervention. Staff involved agree with this statement.</p> <p>Staff who worked within the HUB204 put a lot of effort into creating resources which encouraged group discussion</p>

			around social and emotional issues. This did support pupils in their understanding of emotions but this was not consistent.
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Our current strengths include

Strength	How do we know?
Learning and teaching	Quality Assurance visit 2 validated the school's evaluation of Good and stated there were elements of very good.
Collaborative Enquiry and collaborative working	<p>The Teaching and Learning Working group have completed a collaborative enquiry which has resulted in a co-created lesson evaluation toolkit. The majority of staff are using this to plan and evaluate lessons.</p> <p>Strong attendance and commitment to working groups across the school. The most successful working groups have been - Working group : Learning, Teaching and Assessment Impact: Lesson evaluation toolkit, learning and teaching policy created, led 1 CAT session and 1 In-service day. Working group: Positive Relationships Impact: 85 pupils took part in a consultation to shape our school policy, all staff took part in a consultation about the current policy and next steps. New policy written by group and will be launched in August 2023. Feedback from ELT has been positive to date. Working group: Equity Impact: 350 pupils have taken part in a cost of the school day questionnaire. Essentials hub for pupils established. Christmas present drive launched for families in our community. HT part of cost of living taskforce group. Working group: Wider Achievement Impact: BGE and Senior phase award ceremonies took place.</p>
Professional Learning	A Professional Learning google site has been set up to support

	all teachers to develop their practice. Most teachers access this site or our professional learning library.
Continuing to develop consistencies across the school	<p>The following policies have been developed through consultation with stakeholders:</p> <ul style="list-style-type: none"> • Attendance & Punctuality policy • Dress code policy • Positive Relationships policy • Learning, teaching and assessment policy • Presentation policy • Child Protection and Wellbeing Policy <p>All policies will be launched in August 2023</p>
Attainment	<p>Leavers data is strong when compared with local and national measures.</p> <ul style="list-style-type: none"> • Our highest attaining 20% and middle 60% are achieving above the VC, local and national comparators. There is a 5 year trend illustrating that Dalkeith's leavers attain above the comparators when analysing the measure attainment for all. • Attainment versus deprivation is in line with the VC and National figures. • Literacy and Numeracy attainment illustrates that our leavers attain above the VC at Level 4 and Level 5. This is particularly strong when analysing our leaver's Numeracy attainment, which is significantly above the VC at level 5. • Positive destinations figures have been positive for the past 5 years, sitting at 96.55%. S6 data illustrates that there is an improvement of those going into further education and this exceeds all comparators <p>Advanced Higher Attainment in 2022/23 was a school record, sitting at 22.83%.</p>