Dalkeith High School

Improvement Plan 2022-23

School Context

School Information

Dalkeith High School serves the town of Dalkeith and surrounding areas. It is a comprehensive school welcoming pupils from a wide range of backgrounds: from SIMD 1 to SIMD 10, and from urban to rural communities.

The current school roll in June 2022 is 970 with the roll projected to increase in future years. In session 22-23, the S1 roll has been capped at 200.

Attendance statistics are normally in line with national figures, but the pandemic has impacted on attendance this year as it has in all establishments. The free school meal entitlement (FME) for our community is currently 12% which is slightly below the national average of 14%. The school recorded that 40% of pupils have additional support needs in the most recent census in September 2021.

The school has an Enhanced Complex Needs Base (ECNB), The Hive, to support the needs of some young people with a diagnosis of ASD and other complex needs. This provision can be accessed by all young people in Midlothian for whom this support is appropriate and in accordance with Midlothian Council procedures.

The Parent Council is very active and provides support and appropriate challenge for the school. It engages productively in discussions about the school's day-to-day work and in planning for improvement. Informative minutes of council meetings are available to all parents via the school website and social media platforms. The introduction of virtual meetings in the past year has resulted in an increase in the number of parents/carers attending meetings on a regular basis.

The Headteacher has been in post for 7 years and is supported by 3.6FTE Depute Headteachers (DHTs) and an Extended Leadership Team (ELT) of Curriculum Leaders (CL) and Pupil Support Leaders (PSLs). Leadership at all levels is actively encouraged with a number of members of staff leading aspects of improvement.

The Headteacher is the Immediate Past President of School Leaders Scotland. An appointment of an Acting DHT (0.4FTE) supports the Senior Leadership Team as the Headteacher undertakes duties associated with this role.

One of the DHTs has been engaging with the Into Headship programme, with another member of the Senior Leadership Team engaging with Masters-level professional learning.

Our Vision, Values and Aims

Dalkeith High School – vision statement:

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

#DeterminedHappySuccessful

Dalkeith High School – values:

Honesty, respect, fairness, success, confidence – all are enshrined in the stained glass window commemorating the school's centenary celebrated in 2014.

The school's vision and values were established through consultation with pupils, staff and parent/carers. As a result of this collaboration, the school community has ownership of the vision and values. Our vision and values underpin all aspects of our work and are reviewed at appropriate points in our improvement journey.

Consultation & Communication

Stakeholder views are sought through parent/carer questionnaires, pupil focus groups, staff meetings, Parent Council meetings and Midlothian Stakeholder surveys to ensure that our practice reflects our vision and values. The use of our well-established 5-a-day programme to ensure regular dialogue with young people to ascertain the extent to which vision and values are embedded in our practice. This session, our School Captains have been leading the 5-a- day meetings and providing feedback to the Senior Leadership Team at regular intervals. The School Captains have also suggested pertinent topics for discussion at the5-a--day sessions.

Regular weekly communication with parents and carers is well established through the weekly newsletter published by the Headteacher. The Headteacher encourages parents and carers to 'lift the phone' to discuss any issues or concerns they may have.

All members of SLT operate an 'open door' policy which is appreciated by staff and pupils alike.

Meetings with the Balance Time Committee take place to allow all to agree with the recommendations for the Balance Time Agreement.

Regular meetings take place with representatives of the main professional associations throughout the session.

Improvement Plan 2022-23

Establishment	Dalkeith High School
Area	
Session	2022-23

Prepared by: **Allyson Dobson**, Head of Establishment   Date: 27/6/22

Reviewed by: <mark>**<XYZ>**</mark>, Schools Group Manager   Date: <mark><XYZ></mark>

Midlothian Education Service Priorities

	Priority 1 Attainment and Achievement	**Priority 2** Included, Engaged and Involved: Wellbeing and Equity	**Priority 3** Self-Improving Systems	**Priority 4** Lifelong Learning and Career-Ready Employability	**Priority 5** Finance and Resources
Midlothian Priorities	**1.1** Improved attainment within the broad general education stages **1.2** Improved attainment within the senior phase. **1.3** The poverty related attainment gap is narrowed **1.4** Improved attainment of children and young people who require additional support including young carers/care experienced children	**2.1** There's an improvement in children and young people's behaviour and attendance **2.2** There's an improvement in children and young people's wellbeing **2.3** Children have a greater understanding of their rights (UNCRC) and these rights are being met across our establishments	**3.1** Leaders at all levels work together within an empowered system to improve outcomes for children, young people and families **3.2** Children and families participate, influence and inform how we deliver our services **3.3** Quality Assurance activities lead to improvements in the quality of education provision across our early learning and childcare (ELC) settings and schools	**4.1** Children and young people are well prepared for the world of work **4.2** Improved progression pathways lead to an increase in positive destinations **4.3** Deliver responsive and accessible income maximisation support	**5.1** All of our school-age children and young people have equal access to the digital tools need to raise their attainment levels **5.2** Children and young people have access to high-quality learning environments which meet the diverse needs of our learners and communities

Priority Summary and High Level Strategic Targets

Improvement Priority 1: Raising Attainment

Midlothian Education Service Priorities (*highlight only main area(s)*)
1. ==Attainment & Achievement==
2. Included, Engaged and Involved: Wellbeing and Equity
3. Self-Improving Systems
4. Lifelong Learning and Career-Ready Employability
5. Finance and Resources

National Improvement Framework Driver(s) (*highlight only main area(s)*)
● School and ELC Leadership
● Teacher and practitioner professionalism
● ==Curriculum and assessment==
● ==Performance Information==
● Parental/carer involvement and engagement
● School and ELC Improvement

HGIOS 4 Quality Indicators (*highlight only main area(s)*)
1.1 ==Self-evaluation for self-improvement==
1.2 Leadership of learning
1.3 Leadership of change
1.4 Leadership and management of staff
1.5 Management of resources to promote equity

2.1 Safeguarding and child protection
2.2 ==Curriculum==
2.3 ==Learning, teaching and assessment==
2.4 ==Personalised support==
2.5 ==Family learning==
2.6 Transitions
2.7 Partnerships

3.1 ==Ensuring wellbeing, equality and inclusion==
3.2 ==Raising attainment and achievement/Securing children's progress==
3.3 Increasing creativity and employability

Key Actions	Lead Person / Timescales	Expected Measurable Outcomes for Learners
● Early use of Tracking and Monitoring / SQA Awards Tracker to guide "targeted" supported study / interventions.	C Knight (October 2022)	● Improved quality of grades as evidenced through school tracking systems as academic session progresses and through local/national benchmarks.
● Development of "Learning Hub" and "Raising attainment leader" to support all pupils in S4 gaining the best 5 NQ's.	C Knight (October 2022)	● Improved quality of grades as evidenced through school tracking systems as academic session progresses and through local/national benchmarks.

Key Actions	Lead Person / Timescales	Expected Measurable Outcomes for Learners
● Refocus on evidence gathering in the BGE to ensure that all young people achieve by the end of S4.	C Knight (October 2022)	● Increased number of "banked" NQ's from BGE. Attainment of young people in the senior phase to be at least in line with virtual comparators through Local and National Benchmarks.
● Re-establish school based / partnership mentoring programmes and continue well established QMU partnership.	C Knight (October 2022)	● High pupil engagement with mentor programmes in school. Improved quality of grades as evidenced through school tracking systems as academic session progresses.
● Further exploration of the SCQF framework to ensure appropriate pathways and progression for all learners.	C Knight / J Bones (December 2022)	● Attainment of young people in the senior phase to be at least in line with virtual comparators through Local and National Benchmarks.
● A focus on the quality of grades of pupils in the senior phase through targeted interventions and robust tracking and monitoring.	C Knight (June 2023)	● Improved quality of grades as evidenced through school tracking systems as academic session progresses and through local/national benchmarks.
● Continue to develop whole-school approaches to the raising of literacy and numeracy levels.	G Johnstone / Fiona Harcourt-Gill (June 2023)	● Levels in Literacy and Numeracy are at least in line with virtual comparators through Local and National Benchmarks.

Key Actions	Lead Person / Timescales	Expected Measurable Outcomes for Learners
● Act on recommendations from new national bodies re curriculum development	J. Bones (September 2022 to June 2023)	● Improved learner satisfaction with curriculum
● Continue to engage in professional dialogue with colleagues in Midlothian and through SEIC platform	J. Bones and CLs (September 2022 to June 2023)	● Improved learner satisfaction with curriculum
● Assess uptake on new courses as well as subsequent attainment	J. Bones and CLs (September 2022 and August 2023)	● New courses running at least at 50% capacity and attainment rates in line with comparators
● Review approaches to pathway coursing	J. Bones, S2 to S3 Coursing Lead and PSLs (October 2022 to February 2023)	● More pupils on defined pathway routes from the BGE through the senior phase

Improvement Priority 2: Equity and inclusion, including nurture

Midlothian Education Service Priorities (*highlight only main area(s)*)
1. Attainment & Achievement
2. Included, Engaged and Involved: Wellbeing and Equity
3. Self-Improving Systems
4. Lifelong Learning and Career-Ready Employability
5. Finance and Resources

National Improvement Framework Driver(s) (*highlight only main area(s)*)
- School and ELC Leadership
- Teacher and practitioner professionalism
- Curriculum and assessment
- Performance Information
- Parental/carer involvement and engagement
- School and ELC Improvement

HGIOS 4 Quality Indicators (*highlight only main area(s)*)
1.1 Self-evaluation for self-improvement
1.2 Leadership of learning
1.3 Leadership of change
1.4 Leadership and management of staff
1.5 Management of resources to promote equity

2.1 Safeguarding and child protection
2.2 Curriculum
2.3 Learning, teaching and assessment
2.4 Personalised support
2.5 Family learning
2.6 Transitions
2.7 Partnerships

3.1 Ensuring wellbeing, equality and inclusion
3.2 Raising attainment and achievement/Securing children's progress
3.3 Increasing creativity and employability

Key Actions	Lead Person / Timescales	Expected Measurable Outcomes for Learners
• Continue to support pupil wellbeing through sustainable staff professional learning based on their role as corporate parents	GP and Midlothian Champs (AS) by December 2022	• All care experienced young people feel that most staff understand the challenges they face and want to support them with these (UNCRC Articles 3, 20, 21)
• Improve staff knowledge and understanding of targeted interventions put in place by Pupil Support and their impact; including a focus on evaluative practices based on pupil voice, including participatory budgeting	GP and PSLs; Pupil Voice CC; Participatory budgeting CC/EZ ongoing as appropriate	• Almost all staff feel confident in their knowledge of the range of supports available to young people at DHS and their impact as appropriate, in line with requirements around confidentiality (UNCRC Articles 3, 16) • Almost all young people engage with pupil voice activities e.g. 5 a day, the pupil voice forum, participatory budgeting and departmental level consultations (UNCRC Article 12)
• Continue to develop the role of Hub 204 and the Wellbeing and Learning	GP/MK/BE and selected staff; all	

Key Actions	Lead Person / Timescales	Expected Measurable Outcomes for Learners
programme, including specific focuses on social and emotional skills, literacy, and numeracy ● In line with the incorporation of the UNCRC, renew and refresh staff understanding of The Dalkeith Way, with an ongoing commitment to respectful relationships and restorative practices	groups and staffing in place by October 2022	● Quantitative data gathered from Tree of Knowledge Wellbeing surveys will indicate the impact of the programme on the pupils' social and emotional health (UNCRC Articles 6, 12. 15) ● Pupils in targeted groups with make measurable progress in literacy and numeracy, as evidenced by established tracking and monitoring procedures (UNCRC Article 28) ● Almost all young people report feeling safe and respected in school, as quantified through established 5 a day processes (UNCRC Articles 12, 19, 37)

Improvement Priority 3: Enhancing learning, teaching and assessment using digital technology

Midlothian Education Service Priorities (*highlight only main area(s)*)
1. ==Attainment & Achievement==
2. Included, Engaged and Involved: Wellbeing and Equity
3. ==Self-Improving Systems==
4. Lifelong Learning and Career-Ready Employability
5. Finance and Resources

National Improvement Framework Driver(s) (*highlight only main area(s)*)
● ==School and ELC Leadership==
● ==Teacher and practitioner professionalism==
● Curriculum and assessment
● Performance Information
● Parental/carer involvement and engagement
● ==School and ELC Improvement==

HGIOS 4 Quality Indicators (*highlight only main area(s)*)
1.1 ==Self-evaluation for self-improvement==
1.2 ==Leadership of learning==
1.3 ==Leadership of change==
1.4 ==Leadership and management of staff==
1.5 Management of resources to promote equity

2.1 Safeguarding and child protection
2.2 Curriculum
2.3 ==Learning, teaching and assessment==
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3.1 Ensuring wellbeing, equality and inclusion
3.2 ==Raising attainment and achievement/Securing children's progress==
3.3 Increasing creativity and employability

Key Actions	Lead Person / Timescales	Expected Measurable Outcomes for Learners
● Co-create a shared vision with the learning community, and in turn, a revised Teaching, Learning and Assessment policy with the incorporation of Digital Technology. ● Create a professional reading library (online version too)	S Gordon (December 2022) S Gordon, R McGlade (October 2022) S Gordon	● Improved attainment across the BGE and Senior Phase ● Improving quality of leadership at all levels, including leadership of learning, measured by pupil and staff voice throughout the session to determine impact of new leadership roles introduced across school. ● Improving quality of T&L across the school measured through data and feedback gathered from Pupil Voice and Leader of Learning observations throughout next session. ● Improvements in learners' experience measured by Leader of Learning through the gathering of data and feedback from CL observations and pupil voice. 　● Measure effectiveness of self-evaluation processes through feedback gathered from

Key Actions	Lead Person / Timescales	Expected Measurable Outcomes for Learners
● Develop a sustainable and collaborative culture of professional learning to support and build staff capacity to improve teaching and learning experience. ● Leader of Learning, along with the T&L working group, to introduce and develop approaches to collaborative enquiry across the school in session 22/23. ● T&L working group to lead the co-creation of a 'DHS Lesson Evaluation Toolkit' and develop the structure of Learning Walks to ensure that the process is collaborative and steered by staff's professional learning needs. ● Departmental meetings to focus on improving Teaching and Learning	(June 2023) S Gordon, R McGlade and T&L WG (October 2022) S Gordon, R McGlade and T&L Working Group (December 2022) CLs (August onwards) S Gordon, R McGlade and	● T&L working group, pupil voice and pupil/staff surveys. ● Scanned examples of summative assessments to be collated digitally and attainment measured by Leaders of Digital Learning. Formative assessment evidence, such as plenaries and starter activities, to be updated to digital platform (Google Classroom) by Leaders of Digital Learning in order to measure the quality of the pupils' learning taking place across the school. ● Pupil engagement, in regards to T&L, to be measured through digital platforms such as Satchel:One and Google Classroom. Non-attending pupils' engagement to be measured using the same approach. ● Improving pupil and staff confidence, in regards to T&L and professional learning, to be measured by gathering feedback from T&L working group, surveys and pupil voice. ● Staff Practitioner Enquiry findings, with a focus on improving T&L across the learning community, to be used to measure the impact on the quality of the pupils' learning experience. ● Leader of Learning and Depute (T&L) to use focus group and pupil voice feedback to measure the impact of Professional Learning culture on staff and young people. ● Impact of new approach to Learning Walks (staff and pupil led) to improve learning experiences for young people and data to be gathered throughout the year. ● Measure impact of introduction of new T&L policy and workshops on attainment of Senior Phase classes by using data

Key Actions	Lead Person / Timescales	Expected Measurable Outcomes for Learners
• Time for T&L focused professional learning, led by T&L working group, to be incorporated into the CAT Calendar for session 22/23.	T&L Working Group (June 2023)	gathered from ongoing assessments, pupil voice and digital evidence (formative and summative data) throughout the session. • Improved attainment due to effective, and more efficient, T&M systems to ensure that interventions and supports are put in place.
	S Gordon & C Knight	
• Streamline tracking and monitoring systems		
• Collaborative enquiry to be undertaken and led by T&L working group staff	S Gordon, R McGlade & T&L Working Group (Ongoing)	
• Continue progress with completion of Digital Schools Award	N.Riddell & Digital Leaders (Aug-Dec 2022)	• Increase in staff and pupil confidence with digital technology
	N.Riddell (Aug/Sep 2022)	
• School audit to be completed on digital learning, teaching and assessment practices		• Compilation of departmental audits will identify areas for development in order to enhance learning experience of all learners
• Increased provision of professional learning opportunities related to Digital learning for staff. To include Google Workspace training Bronze/Silver and Gold as well as lesson observations, formal sessions, digital drop in sessions and sharing of relevant professional learning literature and media.	N.Riddell (Ongoing 2022/2023)	• Qualitative data captured through Google Forms and greater staff confidence in the use of G-Suite
• Continue to develop an 'online school' to ensure inclusive opportunities to young people participating in remote learning	D.Douglas June/Aug 2022	

Key Actions	Lead Person / Timescales	Expected Measurable Outcomes for Learners
● Evaluative activities with parents/pupils/staff to inform next steps with key focus on increasing parental involvement in home learning using Google Classroom ● Cyber Resilience Internet Safety concepts to be progressively taught and revisited throughout teaching and learning in PSE		● Greater equity inclusion for all learners. Quantitative data from Google classroom usage to be analysed to assess impact. ● Increase in parents/staff and pupil engagement with impact to be gauged through pupil evaluations during PSE and qualitative data gathered through Google Forms/survey monkeys ● Increased pupil awareness of internet safety with impact measured through evaluations in PSE