Dalbeattie High School

Improvement Plan 2015-16

- Raising Attainment & Achievement
- Partnership Working
- Building Capacity

3 Year Overview

2015-16	2016-17	2018-9
Curriculum/Learning & Teaching	Curriculum/Learning & Teaching	Curriculum/Learning & Teaching
• Implementation of AH courses and for H courses that deferred. • Further develop effective use of 'SALs' and 'Progression Frameworks' to inform planning and moderation, assessing progress and deciding what constitutes achievement at each level. • Further develop literacy & numeracy strategies linked to raising attainment. • Share effective practice in differentiation. • Further develop our PSE programme taking cognisance of the Health & Wellbeing progression framework. • Further develop opportunities for accreditation of wider achievement and highlight links to core employability skills.	• Evaluation of H & AH course delivery. Share practice. Building confidence and capacity within curricular teams. • Further develop effective use of 'SALs' and 'Progression Frameworks' to inform planning and moderation, assessing progress and deciding what constitutes achievement at each level. • Review IDL provision. • Further develop literacy & numeracy strategies linked to raising attainment. Share practice. • Further develop opportunities for accreditation of wider achievement and highlight links to core employability skills.	• Review of moderation & verification procedures for all SQA courses. Building confidence and capacity within curricular teams. • Further develop literacy & numeracy strategies linked to raising attainment. Share practice. • Further develop opportunities for accreditation of wider achievement and highlight links to core employability skills.
Assessment Tracking & Monitoring	Assessment Tracking & Monitoring	Assessment Tracking & Monitoring
• Increase staff confidence in the use of the INCAS, SOSCA and INSIGHT data, alongside school assessment, SALs and professional judgement to inform planning, assessment and the moderation of levels. • Everyone is using data to identify underperformance and use a range of positive intervention strategies to help our young people to 'close the attainment gap'. • Develop a tracking system for BGE data to identify trends and inform planning.	• Further develop staff confidence in the use of the INCAS, SOSCA and INSIGHT data, alongside school assessment, SALs and professional judgement to inform planning, assessment and the moderation of levels. • Everyone is using data to identify underperformance and use a range of positive intervention strategies to help our young people to 'close the attainment gap'.	• Everyone is using data to inform planning, assessment and the moderation of levels. • Everyone is using data to identify underperformance and use a range of positive intervention strategies to help our young people to 'close the attainment gap'.

GIRFEC	GIRFEC	GIRFEC
• Authority Child Protection training. • Fully implement and embed the Personal Support system throughout the school. Share practice & evaluate provision. • Raise awareness of GIRFEC legislation and SHANARRI. Apply principles and further develop practice. • Fully adopt GIRFEC principles and use up-to-date paperwork for all relevant meetings. • Adapt school processes to take account of new area teams. • Named Persons are fully trained. • Implement Peace Advocacy/MVP programme in S1 & S2. • Train new S5 & S6 MVP/Peace Advocates.	• Child Protection school update. • Further develop awareness of GIRFEC legislation and SHANARRI. Apply principles and further develop practice. • Apply SHANNARI principles and use them as a guide to developing and reviewing lessons/courses. • Train new S4 & S5 MVP/Peace Advocates. Share practice& evaluate provision.	• Child Protection school update. • Apply SHANNARI principles and use them as a guide to developing and reviewing lessons/courses. • Train new S4 & S5 MVP/Peace Advocates. Share practice& evaluate provision.
Employability	Employability	Employability
• Raise awareness of DYW recommendations to all staff. • Plan & deliver an employability engagement event. • Encourage employers to sign the 'Dalbeattie High School Employer's Pledge Card' and secure offers of help. • Deliver work experience opportunities flexibly. • Create a work experience timetabled slot. • Target pupils to sign up to local work experience opportunities using the new timetable slots.	• Raise awareness of transferrable employment skills across subject disciplines. Create webs/mind-maps. • Audit of employability partnerships across subjects. Encourage new partnerships. • Plan & deliver a follow up employability engagement event for pupils and parents highlighting successes and achievements from last year. • Invite new employers to be part of our employability forum.	• Compile employability skills booklet and incorporate sections for each department/faculty. • S3 pupils plan & deliver an employability engagement event for primary pupils and their parents. (Highlighting core employability skills that they have developed as part of BGE.)
Pupil Voice	Pupil Voice	Pupil Voice
• Pupil forums have greater ownership re school decision making as well as learning & teaching.		

• Senior Reps & House Captains promote wider achievement profile of Houses.		
Self-Evaluation	Self-Evaluation	Self-Evaluation
• PTs Curriculum use the Raising Attainment Reflection Toolkit with their teams. • Science faculty audit. • Whole school aspect audit. • Raise awareness of HGIOS 4	• PTs Curriculum use the Raising Attainment Reflection Toolkit with their teams. • Faculty audit 3. • Whole school aspect audit. • HGIOS 4 - Focus on specific QIs.	• PTs Curriculum use the Raising Attainment Reflection Toolkit with their teams. • Faculty audit 4. • Whole school aspect audit. • HGIOS 4 - Focus on specific QIs.
CLUSTER	CLUSTER	CLUSTER
• Develop a cluster Health & Wellbeing policy. • Cluster moderation of Numeracy • Raise awareness of GIRFEC legislation and SHANARRI. (Staff, pupils, parents and key partners.) • Working towards implementing 1 + 2 Modern Languages.	• Working towards implementing 1 + 2 Modern Languages. • Cluster moderation of Literacy.	• Working towards implementing 1 + 2 Modern Languages. • Cluster moderation of Health & Wellbeing.

Priority	Tasks	Impact	Personnel & Timescale LEAD
1 Curriculum (Learning & Teaching)	a) Implementation of AH courses and for H courses that deferred. b) Further develop effective use of 'SALs' and 'Progression Frameworks' to inform planning and moderation, assessing progress and deciding what constitutes achievement at each level c) Further develop literacy & numeracy strategies linked to raising attainment. d) Share effective practice in differentiation. e) Further develop our PSE programme taking cognisance of the Health & Wellbeing progression framework. f) Further develop opportunities for accreditation of wider achievement and highlight links to core employability skills. (CLD input required to audit provision and help us further enhance our provision.) • Dynamic Youth Awards • S1 Heart-start Programme • Maximise uptake re John Muir Award • Ensure that all S4 pupils gain the SQA Employability Award as part of their S4 programme • Introduce Volunteering Skills @ SCQF Level 4 for young people who do volunteering activities	a) Fully developed SQA courses & course materials catering for our range of learners. Our young people feel well supported and able to meet the challenges of the new qualifications. b) Valid and reliable assessment decisions. Ensuring breadth, challenge & application. Consistency in applying standards. Evidence of learning across the four contexts. (Ethos & life of our school community, the curriculum areas & subjects, IDL, opportunities for personal achievement. Ensuring that there are links between these.) c) Improvements in overall literacy and numeracy levels. Improvements in attainment for our least advantaged young people. d) Sharing expertise. Meeting the needs of individual learners to help them fully access the curriculum.	All staff delivering H & AH qualifications. PTs Curriculum. All staff. PTs Curriculum. All staff. PTs Curriculum. AC, AM, TC, GP & NO (Literacy & Numeracy Strategy Groups). PTs Curriculum.

	• REHIS Food Hygiene Award	e) Clear progression re our Health & Wellbeing programme. Increased levels of pupil engagement. Building capacity re senior pupils taking on leadership roles. f) Pupils can add to their portfolio of qualifications. Pupils can apply skills in unfamiliar contexts. Learning taken out to the community. Pupils further develop their confidence.	AH. AGB, CLD & AH.
2 Assessment Tracking & Monitoring	a) Increase staff confidence in the use of the INCAS, SOSCA and INSIGHT data, alongside school assessment, SALs and professional judgement to inform planning, assessment and the moderation of levels. b) Everyone is using data to identify underperformance and use a range of positive intervention strategies to help our young people to 'close the attainment gap'. c) Develop a tracking system for BGE data to identify trends and inform planning. (*Small test of change.*)	a) Every member of staff has the confidence to use the full range of data meaningfully. Building an ethos of shared responsibility and accountability. b) Sharing practice for the benefit of the range of learners. Universal Support & Targeted Support delivered. Young people feeling well supported. Parents informed and knowledgeable re the interventions that help their children. Improvements in attainment. c) We have a manageable tracking system that is part of the learning and teaching process.	All staff. S McG & AB. All staff. SMcG & AB. S McG & SLWG.

		d)	
3 GIRFEC	a) Authority Child Protection training. b) Fully implement and embed the Personal Support system throughout the school. c) Share practice & evaluate provision. d) Raise awareness of GIRFEC legislation and SHANARRI. Apply principles and further develop practice. e) Fully adopt GIRFEC principles and use up-to- date paperwork for all relevant meetings. f) Adapt school processes to take account of new area teams. g) Named Persons are fully trained. h) Implement Peace Advocacy/MVP programme in S1 & S2. i) Train new S5 & S6 MVP/Peace Advocates.	a) Every member of staff (teaching and non-teaching) has up to date training and know the child protection policies and procedures. Every member of staff knows who the CP Co-ordinator and CP Depute Co-ordinator are. b) Every pupil has access to universal personal support to help them achieve their full potential. c) Members of staff feel confident re their role as a PS Tutors & Mentors. d) Every member of staff is aware of their responsibilities and starts to put theory and principles into practice. Young people are nurtured. e) Student Support Team and members of staff are well informed and confident in using the latest risk assessment tools. f) 'Opportunities for All' personnel are known to all staff. Key partners are a valued part of our team. Young people	All staff. Audrey Lowrie. All PS Tutors, S Mein & KMcCl. S Mein. DB, K McCl & AH. Student Support Team. K McCl. Student Support Team. K McCl.

		in our school are supported, protected and nurture g) Named Person confident in their role. Young people and families feel well supported and informed. h) Young people feel safe and supported. Senior pupils further develop their mentoring skills and their leadership skills. i) The peer mentoring programme is sustainable and goes from strength to strength.	 Student Support Team. Audrey Lowrie. Student Support Team. K McM & DB. Student Support Team. K McM & DB.
4 Employability	a) Raise awareness of DYW recommendations to all staff. b) Plan & deliver an employability engagement event. c) Encourage employers to sign the 'Dalbeattie High School Employer's Pledge Card' and secure offers of help. d) Deliver work experience opportunities flexibly. e) Create a work experience timetabled slot. f) Target pupils to sign up to local work experience opportunities using the new timetable slots.	a) Every member of staff is fully aware of their role in meeting government aspirations and targets. b) DHS attracts new partners to help us secure employment and work experience opportunities for our young people. c) As (b) above. d) DHS provides meaningful work experience opportunities that help our young people further develop their	All staff. AH & DB. AH, SJ & key partners. AH. AH.

		employability skills and help them to think about future employability opportunities. e) Opportunities for our young people to have work experience as a key part to their school week. f) As (e) above.	 AB. Student Support Team. AH.
5 Pupil Voice	a) Pupil Council rebranded Pupil Voice. Pupil forums have greater ownership re school decision making as well as learning & teaching. b) Senior Reps & House Captains promote wider achievement profile of Houses.	a) Young people's opinions are valued and help us make good decisions re the quality of learning and teaching that we provide. Young people have direct access to the headteacher and the SLT on a regular basis. b) Senior pupils help us meet our aspirations for every young person in DHS.	**K McM.** DB, AH & K McM.
6 Self-Evaluation	a) PTs Curriculum using the Raising Attainment Reflection Toolkit with their teams. b) Science faculty audit. c) Whole school aspect audit. d) Raise awareness of HGIOS 4	a) Increased staff engagement in and ownership of self-evaluation activities. b) As (a) above. **+** Identifying key action points and sharing findings with parents. c) Increased staff engagement in and ownership of self-evaluation activities. d) All staff up to date with Education	All staff. PTs curriculum. Science Faculty Staff, AB, AGB, MM, DB, K McCl & AH. DB, AGB & AB. DB.

		Scotland's advice and expectations. MT taking steps to put advice and policy into practice.	
7 Cluster	a) Develop a cluster Health & Wellbeing policy. b) Cluster moderation of Numeracy c) Raise awareness of GIRFEC legislation and SHANARRI. (Staff, pupils, parents and key partners.) d) Working towards implementing 1 + 2 Modern Languages.	a) Increased pupil, parent and staff awareness of our shared responsibilities. b) Valid and reliable assessment decisions. Consistency in applying standards. c) Every member of our community is aware of our shared responsibilities. All of our young people are nurtured and thrive. d) Building capacity to deliver ML lessons of a high standard. Meeting the government aspirations and targets. Raised attainment levels.	Cluster HTs. All staff. GP, TC, DHS Numeracy Group. Cluster HTs. AM, EK, Cluster HTs & ML Staff.