Dumfries & Galloway
COUNCIL

School Improvement Planning
Returns to Local Authority
(2018 - 2019)

School: Dalbeattie High School

Date: 30th May 2018

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, Values and Aims

School Statement
At Dalbeattie High School our aim is to provide a full educational experience for all our students, which is effective, enjoyable and rewarding. The values we share as a community are those of compassion, cooperation, equality, integrity, respect and responsibility.

As a learning community we want Dalbeattie High School to thrive as an ambitious, vibrant and caring community of learners and responsible citizens always working in partnership with others to improve, and to meet the needs of every learner, where resources, knowledge and skills are shared and used wisely, and achievements are shared and celebrated.

The school's motto of 'Aim High and Hold the Aim' is actively promoted in the learning and teaching sense as well as in wider achievement within the culture of the school values.

The school's values underpin the day-to-day work of the school and all staff and students use these to build positive working relationships within the school and community. All students have equal opportunity for access to curricular and extra-curricular provision. The student support team ensures that the needs of students are being identified, supported and shared with all staff. Young people at Dalbeattie High School have regular opportunities to discuss their learning with a key adult who knows them well, helping them to set appropriate next steps in their learning. Our aim is to ensure that both universal and targeted support is embedded in the daily life of every young person and is having a positive impact on supporting each child's progression with their learning.

Through the Developing Young Workforce, highlighting of skills and specific skills based courses, all pupils are provided with learning and teaching opportunities that are specifically tailored to improving their chances to be able to leave school into a positive destination either here in their local community or beyond.

Review Date: 2018/19

Review Activities (as appropriate)

Schools should evidence how all of their stakeholders; parents, learners, staff and partners are closely involved in creating and reviewing the Vision, Values and Aims. (If these have not been recently reviewed, please indicate likely review date).

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2. School Improvement Progress Report
Looking inwards, looking outwards: What key outcomes have we achieved? What are our strengths and areas for improvement? What is our capacity for improvement?

In completing this section, it may be useful to refer to the statements of impact within the Level 5 Illustration for relevant HGIOS? 4 / HGIOELC? Quality Indicators, National Improvement Framework (NIF) 4 key priorities and the 6 NIF drivers.

2.1 Progress against Previous Year's School Improvement Priorities

Area for Improvement	Progress and Impact on: • **Learners' successes and achievements** • **The school community's successes and achievements - as appropriate** *(Include evidence of impact.)*	Next Steps (Looking Forwards)
School Priority 1: Move to new school/develop and take advantage of new opportunities for partnership working. Focus on differentiation and AIFL **NIF Priority** Improvement in attainment, particularly literacy and numeracy. **NIF Driver** School leadership/school improvement **HGIOS? 4 / HGIOELC? QIs:** 1.2, 1.5, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2	Our move to our new home (The Dalbeattie Learning Campus) has been very successful. The whole school community has worked extremely hard to ensure a smooth transition for all of our young people. Pupils have benefited from increased opportunities from our 'Producers Market' and 'Quarry Kitchen' to using our state of the art Automotive and PE facilities. We have continued to grow our key partnerships and offer increased certificated wider achievement opportunities. S1 & S2 Skills Courses have been further developed to ensure that each pupil starts their wider achievement profile at the earliest opportunity enabling them to demonstrate application of learning and skills in new and challenging learning contexts. Our S4 programme planned for the duration of the SQA exam period (for pupils who mainly sit National 3s and Nationals 4s) has helped targeted groups of young people to enjoy new and exciting opportunities for personal development as well as learning in unfamiliar contexts (from camping expeditions to Arran to taking part in making a badger hide as part of a John Muir week). Community use of the new campus has grown significantly and our staff and key partners are making a difference in helping our young people and our wider community make positive health and wellbeing choices. Partnership working between primary and secondary sectors has been further developed and we offer an enhanced range of learning experiences. The focus this year has been on Health & Wellbeing with members of teaching staff working together in planning lessons and giving young people from primary the opportunity to work in the Home Economics department on a healthy living context. All of our teaching staff were given opportunities to further develop knowledge and share practice with regards to differentiation and further progress will be required as curricular teams continue to evaluate and review the delivery of their lessons for the full range of learners.	o Curriculum PTs to continue to evaluate the required level of differentiation for the full range of learners and further develop suitable lessons and materials in conjunction with the Learning Support department. o Curriculum PTs to continue to develop confidence within their team re AiFL techniques. o Newly formed Teaching and Learning Community to help share best practice across the campus (Secondary & Primary) o Cluster Science STEM Project implementation. o Working collaboratively with our Cluster schools to reach a shared understanding of the literacy and numeracy benchmarks.

School Priority 2: Review the Broad General Education with a focus on Responsibility of All. **NIF Priority** Closing the attainment gap between the most and the least disadvantaged children. **NIF Driver** Assessment of children's progress. **HGIOS? 4 / HGIOELC? QIs:** 1.2, 1.3, 2.2, 2.3, 3.2	Review of S1/2 undertaken through: • Curriculum Review Working group. • 3 pupil focus groups (S1/2, S3/4 and S5/6) • Parental focus group • Various leadership and staff meetings Curriculum in S1 and S2 now ensures that all pupils can progress in all areas of the curriculum. Pupils will follow a more balanced technological course addressing gaps in computer science and computational thinking. All pupils will continue to take part in all expressive arts. School has developed planning system for Literacy and Numeracy across the curriculum, based on local authority model. All teaching staff participated in two training events Oct/Nov 2017 and whole school moderation event for literacy and numeracy Feb 2018. 92% of senior pupils (Insight) have achieved level 5 in literacy and numeracy (96% at level 4). School is developing wider achievement courses in S1 and S2 featuring opportunities for learners to gain accreditation and experience of first aid, Duke of Edinburgh, construction, agriculture and rural skills and team building.	o S3 BGE Review. o Develop our BGE Tracking & Monitoring system. o Measure impact of curriculum changes in S1/2 throughout 2018/19 session. o Plan and develop further opportunities to address known gaps in curriculum (Computer Science/Modern Studies).
School Priority 3: Address the Identified Attainment Gap at Dalbeattie High School through Improvement in employability skills leading to sustained, positive school leaver destinations. **NIF Priority** Improvement in employability skills and sustained, positive school leaver destinations for all young people. **NIF Driver** School Improvement/Performance information **HGIOS? 4 / HGIOELC? QIs:** 1.1, 1.2, 1.3, 1.5, 2.2, 2.7, 3.2, 3.3	We have considerable success in this priority and positive destination statistics reflect the sustained effort applied to move from a flat-lining trend of around 86% to a most pleasing 98.4%. Skills based courses have been firmly established in the Broad General Education phase. We are proactive in sharing data and identifying the risk of not succeeding to get a positive destination for individual young people. Our DYW coordinator has been instrumental in ensuring that all stakeholders work together to provide a comprehensive range of strategies and opportunities to assist our young people.	o Develop a consistent approach re mapping employability and career management skills across every curricular area. o Implement the Career Education Standard. o Further look at curricular pathways for individual pupils and identified groups. o Embed the D & G Employability Award.

| 2.1.1 **Report on the impact of PEF**

• *Comment specifically on how PEF is making a difference / closing the attainment gap for identified cohorts of children / young people?*
• *How rigorous is the school's approach to providing robust evidence of closing the attainment gap?*
• *How well are you removing barriers to learning and ensuring equity for all?* | **Dalbeattie High School Reading Ambassadors**
We have introduced the accelerated reading programme as a key intervention to help us close the literacy gap. This programme now helps us give a targeted focus to the weekly English reading lesson. Our data demonstrates significant improvement in literacy for individual pupils. Each member of our English department teaching staff and our Learning Assistants has been trained in the programme. Training has also been given to all Personal Support Tutors. The Dalbeattie High School Reading Ambassadors was established this session and the member of staff lead for the programme enlisted the support of our whole community (Staff, Pupils, Parents, Rotarians, D & G Life, Alive Radio, SP Energy, local Councilors, GG and B Solicitors) to help us further develop a reading culture within our school and community.

Pupil Equity Worker
We employed a Pupil Equity Worker in January to help us in our endeavours to engage harder to reach parents/carers and involve them more in their young person's education. Although early days, our data demonstrates incremental success. Our Pupil Equity Worker works with targeted individuals and groups of young people as our equity advocate ensuring all staff become more aware of the difficulties individual young people face. The Pupil Equity Worker has been proactive in many ways from collecting and sharing data to helping access financial support.

Access to Technology
We have purchased hardware and software to address specific needs in supporting learners. This has helped our learners to become more independent and has given equitable access to technology which was an identifiable gap as we moved to our new campus. |

2.2 Summary of Key Strengths and Areas for Improvement
(What is our capacity for continuous improvement?)

Refer to HGIOS? 4 / HGIOELC? Quality Indicators relevant to your school's context in making comment.

Quality Indicator	How well are you doing? What's working well for your learners? *(Include evidence of impact.)*	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
1. Self-Evaluation for Self-Improvement • *Collaborative approaches to self-evaluation* • *Analysis and evaluation of intelligence and data* • *Impact on learners' successes and achievements.*	Self-evaluation takes place regularly but is not yet focused on informing well-planned change. Much of the school's improvement work is at an early stage. There is some evidence that self-evaluation is improving outcomes for children / young people. Participation in school self-evaluation is growing through: o Termly pupil voice meetings o Staff ICT use survey o Standards and quality reporting o Parental engagement through PEF worker. o Weekly student support team meetings including HT, PTs SS, Behavior Support assistant, PEF worker and Opportunities for All worker and featuring interrogation of attendance, punctuality and behavioural data. Data is being increasingly used, particularly in the Senior Phase, to set targets, track and monitor senior phase pupils is helping in the early identification of underperformance and allowing early intervention. Staff have been working together to contribute to and moderate CfE levels in literacy. This format will be continued in the upcoming academic session. There is a clear commitment to and engagement in reflection and self-improvement by most staff although in an instinctive and unstructured manner.	o Staff should develop increased understanding of their responsibility for improvement through self-evaluation. o The school should look to further increase stakeholder involvement in self-evaluation. This will be addressed through; parental and pupil focus groups; pupil course evaluations; and providing wider opportunity for staff ownership of self-evaluation. o Professional learning activities should be more carefully planned and linked to school improvement priorities. o Staff should continue to develop their use of digital systems to interrogate data including Insight, SNSA, exam performance and SEEMIS. o Data should be used more frequently to inform planning and track pupils in the junior phase. o The school should look to provide opportunity for staff to engage in professional dialogue using a wide range of local, national and international advice and research to reflect on current practice and evaluate new initiatives. o The school should look to provide a platform to seek out and share good practice within and beyond the school.	3
2. Leadership of Change • *Developing a shared vision, values and aims relevant to the school and its community* • *Strategic planning for continuous improvement* • *Implementing improvement and change.*	A growing number of staff are assuming roles to 'lead learning' in areas such as primary transition and literacy. Staff continue to develop links with colleagues, learners, partners and parents to take forward improvement priorities and learn with and from each other notably through: ➢ Producers market S3 Hospitality event ➢ S1-3 Masterchef and 'Quarry Kitchen' events ➢ Automotive Skills partnership working with	o Senior leaders should look to facilitate a range of approaches to professional learning to enable staff to learn with and from each other. Where appropriate, this includes learning with colleagues across sectors and with partner agencies. o Staff should work collaboratively more often to strengthen their understanding and implementation of key national policies including the Scottish Attainment Challenge, Developing Scotland's Young Workforce and Learning for	3

	Jas P Wilson and JVS Engineering. ➢ DYW partnership working with DGTAP, SDS, DAGCOL and regional peers. Regular opportunity is provided for staff to engage in collegiate learning and working to improve outcomes for learners. Staff are beginning to work collaboratively, engaging in professional learning, to improve approaches to digital learning and teaching. Within a PLC staff are critically reflecting on individual and collective professional learning. The school has made use of various data sources to identify and begin to address potential barriers to learning. These have included: ➢ SIMD data (majority of pupils split between SIMD 4 & 6) ➢ FME data (& PEF) ➢ SEBN data (targeted list of pupils potentially benefitting from intervention collated bu Student Support team). The PEF worker has made progress, alongside the student support team, behaviour support assistant and opportunities for all officer in bridging some of these barriers. This has been successful in: Increasing parental participation at all consultation evenings to >85%.	o Sustainability. o Identify ways to consistently apply the school's vision, values and aims in the daily life of the school.	
2.3 Learning, Teaching and Assessment • *Learning and engagement* • *Quality of teaching* • *Effective use of assessment* • *Planning, tracking and monitoring.*	A majority of school staff engage in an ethos and culture of commitment to children's rights and maintaining positive relationships. Learners are playing an increasingly active role in the school and wider community and regularly take on leadership roles, including leading learning. This is evident through pupil councils and pupil voice; pupil leadership of assemblies; Learners, as a part of the school's tracking and monitoring process, regularly receive feedback on their learning and progress. Faculty audits have highlighted that learners are eager and active participants who are fully engaged, resilient, highly-motivated and interact well during activities. Faculty audits and whole school moderation events have highlighted the range of assessment	o The school should seek ways to ensure learning is enriched and supported by our effective use of digital technologies. o Faculty audits have highlighted the need for further work to be done to ensure approaches to learning, teaching and assessment are tempered to the needs of all pupils. o Further opportunity should be provided to promote shared expectations for standards to be achieved, and introduce robust arrangements for moderation across stages and across the curriculum. o Staff should look to further develop their skills in applying formative assessment techniques to enable pupil self and peer evaluation and improve questioning and feedback.	4

	approaches adopted by departments. The school's tracking and monitoring systems are well-understood and used to some effect to secure improved outcomes for all learners. Systems allow the most deprived or disadvantaged children to be highlighted and flagged where concern is emerging. Teachers are developing good skills in data analysis through their use of SQA exam results analysis, Insight data, SEEMIS T&M data and forthcoming SNSA data. This is being used to some effect to track, monitor and set targets for pupils.		
3.1 Ensuring wellbeing, equality and inclusion • *Wellbeing* • *Fulfilment of statutory duties* • *Inclusion and equality*	Almost all of our staff in our school, teaching and non-teaching, have a shared understanding of wellbeing and in the dignity and worth of every young person. We can clearly demonstrate that wellbeing entitlements are fully embedded in our curriculum and that we are a school which promotes and supports the wellbeing of all. We actively seek a rich range of experiences for our young people working with key partners and volunteers to encourage all of our young people to embrace the wealth of wellbeing opportunities on our doorstep as well as further afield. Our Pupil Voice and Pupil Focus Groups ensure that young people are active in discussions and decisions which affect their lives. We can demonstrate involvement of pupils in a range of pupil engagement activities and this helps us makes informed decisions with regards to the strategic direction of the school. We can demonstrate that we fully comply and actively engage with statutory requirements and codes of practice. Our staff, learners, parents and partners know what is expected in these areas and are involved in fulfilling statutory duties to improve outcomes for our young people. Relationships across the school community are positive and supportive, founded on a climate of mutual respect within a strong sense of community, shared values and high expectations. Our learners benefit from a sound education and each one of them has the opportunity to access a	o Moving from a containment and management model of assertive discipline to a nurturing approach across the school focusing on the six nurture principles. o Staff knowledge and understanding of the wellbeing indicators and the capacity re using these across curricular teams. o Reintroduction of the Peace Advocacy and MVP peer mentoring programmes. o Securing the LGBT+ Charter.	4

	rich range of wider educational contexts and experiences. The majority of our young people feel that they are treated with respect and in a fair and just manner. We are an inclusive school and can demonstrate that we reflect on the barriers to learning and aspire to get it right for every child.	

3.2 Raising attainment and achievement • *Attainment in literacy and numeracy* • *Attainment over time* • *Overall quality of learners' achievement* • *Equity for all learners*	SOSCA and SQA results demonstrate that learners typically make very strong progress in literacy and numeracy from their previous levels. Almost all learners are attaining appropriate levels with few underachieving. Attainment in numeracy and literacy has been the keystone of school improvement for several years now. Some progress is being made towards a whole school approach to sharing literacy and numeracy assessments and moderation. Tracking and monitoring of Senior Phase pupils is robust and generally demonstrates very good progress over time in most curriculum areas. The school's data, this year in particular, has demonstrated that current learners are making very good progress. Percentage of pupils moving onto a sustained positive destination on leaving school has risen dramatically and now sits at 98.31%. The school's Youth Guarantee Coordinator works closely with all pupils and a range of partners to increase education of possible suitable destinations in higher and further education, training and employment. Through the YGC, Student Support and Personal Support, learners are empowered to make decision regarding their learning pathways and future career aspirations. Children and young people are applying and increasing their achievements through active participation in their local community. This includes: ➢ S6 bag packing at Tesco ➢ S1 pupils participation in Dalbeattie Civic Day ➢ Automotive Skills class working with Solway Motor Club and Jas P Wilson at rally testing	o Develop systems to cope with changes to unit assessment and presentation at N5 that maintain levels of progress in literacy and numeracy. o The school must look to build teacher confidence in making judgements together with benchmarking and an appropriate range of assessments and that these lead to improvements in attainment. o Attendance, for a group of pupils, is causing concern. The school needs to further explore ways to maximise pupil attendance. o Renewed focus should be placed upon ensuring that learning pathways support children and young people to build on their prior learning, particularly during transition from primary. o Curriculum review, currently in progress, should consider how learning pathways can be based on the experiences and outcomes and design principles of progression, coherence, breadth, depth, personalisation and choice, challenge and enjoyment and relevance. o Build on existing opportunities to ensure children and young people have access to high-quality learning in **all** curriculum areas and through outdoor learning. o Develop opportunities for learners to demonstrate skills in literacy, numeracy, health and well-being and digital literacy at a high level in a variety of meaningful contexts.	5

	day.		
2.2 Curriculum: Theme 3 - Learning Pathways	The school curriculum is providing increasingly flexible learning pathways which lead to raising attainment through meeting the needs and aspirations of all our learners. These include: ➢ Increasing opportunity for accredited work experience as a part of the senior phase. ➢ The introduction of Foundation Apprenticeships, hastening leavers entry into graduate level vocations. ➢ Increasing opportunity for participation in Skills for Work courses in Senior Phase – such as Rural Skills, Automotive Skills and Early Education and Childcare. ➢ Introducing non-traditional skills courses into S1 and S2 with a focus on local issues and wider achievement including agriculture, first aid training, construction and volunteering. An increasing number of staff taking responsibility for developing literacy, numeracy, health and wellbeing and digital literacy skills across the curriculum as evidenced by: ➢ Whole school moderation event Feb 2018. ➢ Professional learning community setup to develop teaching practice around "key themes", such as digital literacy. ➢ Staff involvement in national initiatives such as the QAMSO group for writing. The introduction of 'focus' days and afternoons for S4 to modernize PSE delivery and increase awareness of current social, emotional and well-being issues.	o Renewed focus should be placed upon ensuring that learning pathways support children and young people to build on their prior learning, particularly during transition from primary. o Curriculum review, currently in progress, should consider how learning pathways can be based on the experiences and outcomes and design principles of progression, coherence, breadth, depth, personalisation and choice, challenge and enjoyment and relevance. o Build on existing opportunities to ensure children and young people have access to high-quality learning in **all** curriculum areas and through outdoor learning. o Develop opportunities for learners to demonstrate skills in literacy, numeracy, health and well-being and digital literacy at a high level in a variety of meaningful contexts.	4
2.7 Partnerships: Theme 3 - Impact on Learners • *The impact of parental involvement on improving children and young people's learning.*	Parental engagement is strong when measured through traditional methods i.e. participation at parents' consultation evenings is consistently greater than 80%). Several information evenings held (attendance greater than 50%) focusing upon curriculum choice and learning pathways, P7 transition and BGE celebration evening.	o Better define role and scope of Parent Council to encourage greater participation and representation. o Improve communication with parents to encourage greater participation in organization and completion of homework.	4

2.3 Personalised Support • *Universal support* • *Targeted support* • *Removal of barriers to learning*	Universal support is embedded through a daily Personal Support period of 30 mins. This is having a positive effect (as evidenced by PS pupil and staff surveys and curriculum focus group feedback). Positive impact is currently being measured but anticipated to be noticed in improved pupil organisation, health and wellbeing, social skills and homework completion. Expectations of most learners is high – this is evidenced by Senior Tracking and Monitoring and the increasing rates of predicated passes at N5 and Higher. Most children requiring additional support have individualised and meaningful progression pathways, although the quality of these varies. Diagnostic testing is used effectively to identify pupil underperformance and track progress in addressing this.	o The school should explore and implement strategies to increase the efficacy of learning assistants and the support they provide in lessons.	4

3. SCHOOL IMPROVEMENT PLAN 2018 - 19
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?		Planned Management of Improvement Area (Include: Responsible/Lead Person, Time Allocations, Funding – including PEF and Expected Completion Date)
	Outcomes for Learners / School Community	Key Tasks	
School Priority 1 Improvement in becoming a 'Nurture Pathway School'. **NIF Priority** Closing the attainment gap between the most and least disadvantaged children. **NIF Driver** Teacher professionalism. **HGIOS?4 / HGIOELC Qis** 1.1, 1.2, 1.3, 2.4, 2.7	Staff will be able to use evidence based research and examples from effective practice to develop an understanding of a nurturing approach and how it can be applied in different contexts. Learners will benefit from skilled staff that further develop nurturing approaches to support pupil behaviour, wellbeing, attainment and wider achievement. Individual learners will be supported by a nurture group network to help them thrive in school. Individual learners will have a greater sense of identity and a feeling of belonging to Dalbeattie High School. Learners will grow in confidence and build their resilience that comes with engaging in new and unfamiliar outdoor learning contexts.	o Support critical enquiry and enhanced understanding around the areas of attachment, brain development, stress and trauma, child development and the nurture principles linking these to current contexts in Dalbeattie High School. o Support/develop better use and direction of learning assistants and other adults within the classroom. o Develop bespoke programmes for Nurture Groups.	**HT/Nurture Implementation Team** Apr 2019. (Six nurture principles unpacked over the next 3-5 years.) August & February INSET Days (2 x 2 hour sessions) and 2 collegiate evening sessions. NIPT to meet throughout the year as part of their WTA. **PT SS**, Oct 2019. **HT/PT SS,** Oct 2019 Pupil equity funding will be used to offer bespoke Outward Bound and wider achievement programmes for identified groups of young people.

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School Priority 2	Learners will benefit from more skilled and enthused teachers developing approaches to learning and teaching in the following areas:	o Staff to adopt consistent approach to planning and assessing against benchmarks in the BGE.	**DHT** to lead **PTs Curriculum**, Oct 2018
Improvement in collegiate working and approaches to professional learning	➢ Digital technology in and out of the classroom.	o Two whole school literacy and numeracy moderation events to be held focusing upon achievement of a level.	**DHT** to lead **PTs Literacy and Numeracy**, Nov 2018 and Feb 2019
NIF Priority	➢ Achievement of a level in the BGE.	o School Professional Learning Community to regularly meet and develop key themes relating to:	
Improvement in attainment, particularly in literacy and numeracy.	➢ Closing the attainment gap and making use of the Pupil Equity Funding.	➢ Digital technology	**DHT** and **PLC** to lead and review after each theme, Apr 2019
	➢ Developing the Young Workforce and increasing opportunities for young people to move into sustained and positive destinations.	➢ Positive behaviour	
NIF Driver		➢ Homework	
School leadership.		o LT to implement systemic approach to quality assurance through:	
		➢ Improved management of development time in faculties.	
HGIOS?4 / HGIOELC Qis	The school community will engage in a more structured and rigorous approach to quality assurance and evaluation for self-improvement. This should result in a wide range of improvements for learners linked to the SIP, HGIOS4? and NIF.	➢ Planned calendar of quality assurance activities.	
1.1, 1.2, 1.3, 1.4, 2.2, 2.3		➢ Fortnightly dialogue with DHT.	**HT/DHT** to lead **PTs**, Sept 2018.
		➢ Monthly curricular PT meetings.	
	Continuing to build upon the excellent work previously done in 'Developing the Young Workforce" will broaden the range of learner pathways into sustained and positive destinations.	o Implement calendar of Professional Learning activities and opportunities formed through stakeholder feedback and consideration of needs.	**DHT** to implement, Sept 2018.
		o Provide further training and support in using data intelligently to inform learning and teaching.	**DHT** to follow up S3 SNSA in Oct 2018.
		o Build on existing DYW work in:	
		➢ Building partnerships with outside agencies, further and Higher education institutes and local employers.	
		➢ Integrating opportunities for the development of employability skills into school curriculum.	**PT YGC** to lead all staff, review Nov 2018 and Apr 2019.
		o Curriculum review group to consider and refresh school rationale and planning for pathways for all learners.	**DHT/CRG**, Jan 2019
			Pupil equity funding will be used for professional leadership tasks and professional learning CPD opportunities.
			Pupil equity funding will be used to employ a Pupil Equity Worker who will work as part of the Student Support Team. The Pupil Equity worker will be a pupil equity advocate who will help to identify and apply a range of suitable interventions and work across the whole campus to help us close the poverty related attainment gap.

School Priority 3 Improvement in family engagement **NIF Priority** Improvement in attainment, particularly in literacy and numeracy **NIF Driver** Parental engagement **HGIOS?4 / HGIOELC Qis** 2.5, 3.1	Learners and the School Community will find communicating with the school easier. This will include clearer communication of: ➢ Homework requirements. ➢ School policies, procedures and any opportunities to help in reviewing these. ➢ Opportunities for participation in the school improvement agenda. The school will continue to be proactive in providing opportunity for learners' familyies to engage with the school. The school will look to reduce barriers currently preventing or limiting this.	Improvement in family engagement: o Pupil Equity Worker to be proactive in maximizing parental participation in consultation evenings and other school parental events. Improvement in homework o Provision of parental questionnaire to gather opinion vs school improvement priorities. o Implementation of parental focus groups to discuss specific aspects of school improvement priorities. o Implementation of systemic approach to collecting pupil opinion and feedback. Improvement in partnership working: o Providing opportunity for partners to participate in review of school aims, values and vision.	**HT & PEF worker** to develop and review Nov 2018/May 2019. **DHT,** Oct 2019. **HT/DHT**, Oct 2019 **HT/DHT/PTs** to plan and implement, Mar 2019 **DHT** to work with **PTs** to review, May 2019 Pupil equity funding will be used to employ a Pupil Equity Worker who will work as part of the Student Support Team. The Pupil Equity worker will be a pupil equity advocate who will help to identify and apply a range of suitable interventions and work across the whole campus to help us close the poverty related attainment gap.