

## Focused Review Summary - Secondary

Establishment	Cluster
Dunbar Grammar	Dunbar
<b>HGIOS 4 Leadership and Management</b>	
<b>1.3 Leadership of Change</b>	Theme 3 – Implementing improvement and change
<p>How effective are our approaches to evaluating and monitoring the impact and sustainability of our professional learning?</p> <p>How effective are the school's approaches to planning for continuous improvement?</p> <p>How does the school ensure a continued focus on improvements in outcomes for learners?</p> <p>To what extent are the school's tools for change impacting positively on staff and improving outcomes for all learners?</p>	<p>The school has a warm, welcoming ethos and a real sense of community. Pupils, staff and parents describe it as a happy place to be where every individual matters.</p> <p>The school has recently revisited its vision, values and aims in consultation with the whole school community. The values are Respect, Inclusion, Support and Effort (RISE) and accurately reflect the school's ethos and practice. The values are regularly reinforced in assemblies and are evident in communication about school achievements e.g. through social media. Going forward the school should continue to ensure that they underpin the life and work of the school.</p> <p>The head teacher and depute head teachers form a cohesive team. They know their school well and provide a clear sense of direction for school improvement. Middle leaders work alongside the head teacher and depute head teachers to form the school's senior leadership team (SLT). Following changes in staffing in the SLT, there has been a period of self-evaluation and reflection to establish a shared vision for the team going forward. As a result, work has been undertaken to review remits and to further develop collegiate approaches to strategically lead school improvement. This includes the <u>head teacher</u>, depute head teachers and middle leaders working in trios to take forward key areas of the school improvement plan. This approach continues to build leadership capacity with shared accountability for improvement across the school. The school has plans to recruit a further depute head teacher for learning and teaching which will further support this.</p> <p>The head teacher and depute head teachers have taken steps to improve the rigour of self-evaluation across the school to better inform improvements. A new self-evaluation calendar has been established to ensure a more comprehensive approach and a clear purpose for every self-evaluation activity undertaken. This includes increased data analysis, shared classroom experiences and validated self-evaluation. This information has been collated, analysed and shared with staff. It is building a more accurate picture of the school's strengths and areas for development which are increasingly understood across the school.</p> <p>Traditionally, school improvements have been driven through individual faculties. Whilst there are strengths in this approach in terms of</p>

	<p>ownership of the improvements, there is evidence through the review that it has also led to inconsistencies in approaches to learning, teaching and assessment across the school. The school now has a focus on the 'golden thread' ensuring there is a clear line of sight between improvement priorities and evidence of improvements in practice. The school should build on this to ensure that going forward, the collegiate approach by SLT towards whole school improvement and increased rigour in self-evaluation lead to improved outcomes and improved consistency in high quality learning, teaching at whole school level.</p> <p>A focus group of teachers highlighted the opportunities they have for leadership. They spoke of opportunities to innovate and to lead at a whole school level. The school has plans to use recent information from self-evaluation to better align professional learning to school improvement.</p> <p>Staff demonstrate a real commitment to professional learning. The school has introduced teaching and learning communities this session to develop a <u>possible</u> model for professional enquiry for the whole school to be launched in August 2020. This has the potential to further develop staff capacity to become leaders of learning and to have ownership of improvements to their practice. Going forward, the school should continue to review where these professional enquiry approaches can lead to consistent whole school improvement.</p> <p>Young people have opportunities to lead through involvement in the staff recruitment process, leading the celebration of achievement at assemblies, the LGBT+ Allies Group and YPI (Young philanthropy). There is scope to develop this further and link to leadership skills.</p>
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<p><b>1.5 Management of resources to promote equity</b></p>	<p>Theme 1- Management of finance for learning</p>
<p>How effectively does the school use resources to meet the learning needs of all and ensure <b>equity</b>?</p>	<p>The school received £37,200 PEF with a top up of £4,920 taking the total to £42,120 for session 2019/20.</p> <p>The following interventions have been identified:</p> <ol style="list-style-type: none"> <li>1. Continue with BGE Attainment Guidance Teacher until 31st March 2020</li> <li>2. Continue with Pupil Support worker to support BGE interventions until 31st March 2020</li> <li>3. Counselling (Contribution)</li> <li>4. Contribution to Accelerated Reader in S1 and S2</li> </ol> <p>The school has used data and information from school tracking and class teachers to identify young people who would benefit for further support. Small group work to support young people with literacy and numeracy have been established. Interventions have also been put in place for those requiring support to gain confidence. A pupil support worker is working closely with young people and their families to improve attendance and engagement with school. Some PEF has been allocated to a counselling service for those young people with social, emotional or behavioural needs. The school has made a good start to establishing baseline measures in order to measure the effectiveness of the interventions on pupil outcomes. We have discussed ways in which this could become more rigorous. Further analysis could support the school to identify the attainment gap and to track and measure the impact of interventions on poverty.</p> <p>Going forward, the school plans to undertake analysis of need across the cluster of schools to co-ordinate PEF resources to better meet the needs of young people across the cluster.</p>

HGIOS 4 Learning Provision	
2.2 Curriculum	Theme 1 - Rationale and design
<p>To what extent does the school's curriculum promote <b>equity</b> and raise attainment for all children and young people?</p> <p>To what extent does the school take account of all the factors that make it unique?</p>	<p>The school is in the process of undertaking a wide-ranging review of BGE curriculum with a particular focus on S3. This is a result of high quality self-evaluation, and the Senior Leadership team has a clear vision for the curriculum. There is recognition that the broad nature of the S3 curriculum has presented challenges for the move in to the senior phase, and well thought-out proposals for change are being considered by the whole staff. This articulates with views from the pupils in S4 who felt that the move from S3 to S4 was very challenging, and they would have appreciated more support in preparing them for that through the curriculum, particular regarding skills. Pupils felt that remaining in two subjects from every faculty limited the level of personalisation and choice and believed that by S3 they were ready to make informed choices.</p> <p>Increased personalisation and choice in S3 should help raise attainment for all pupils, especially those who need more support to attain, and as such is a key development to closing the poverty related attainment gap.</p> <p>The Senior Leadership are committed making significant change to the structure of and rationale for the BGE curriculum. Serious consideration is being given to what an S1 school day should look like, and the school is the process of looking outwards to identify positive practice in this area. The Senior Leadership team have identified the need to prioritise S1 when timetabling to allow for creative and innovative approaches to the S1 curriculum.</p> <p>Curricular transitions are strong in a number of areas, but there is recognition that more work is required to achieve greater consistency across the curricular areas. There are examples of very good practice in the school and these should be shared and spread. Use of the ELC frameworks is inconsistent, and prioritisation of this would allow for improved curricular transition.</p> <p>There is recognition that the responsibility for literacy, numeracy and health and wellbeing needs to be more effectively shared across curricular areas. Pupils reported that little reference was made to health and wellbeing outcomes out with PSE/HWB and assemblies. Thought should be given as to how embed these outcomes across the curriculum, although where it was covered pupils felt this was done well.</p> <p>Pupils felt that the BGE curriculum did not make much reference to the Carers Standard or DYW agenda, and they had little understanding of it.</p> <p>The majority of pupils felt that their progress was best served in ability groupings and appreciated the opportunity to work with peers at their</p>

	<p>level. The school might want to consider how to challenge this mind-set and promote the benefits of working collaboratively with all their peers.</p>
<p><b>2.3 Learning, teaching and assessment</b></p>	<p>Theme 1 – Learning and engagement                  Theme 2 – Quality of teaching                  Theme 3 – Effective use of assessment</p>
<p>How well are we enabling learners to become independent learners and develop the four capacities?</p> <p>How confident are we that all learners experience activities which are varied, differentiated, active and provide effective support and challenge?</p> <p>How well do we communicate the purpose of learning and give effective explanations for all learners?</p> <p>How well do our questioning strategies enhance learners' experience and enable higher order thinking?</p> <p>How well do we apply the principles of planning, observation, assessment, recording and reporting as an integral feature of learning and teaching?</p> <p>How well do we make use of a range of valid, reliable and relevant assessment tools and approaches to support the improvement of children and young people's learning?</p> <p>How well does the school record, analyse and use assessment information to identify development needs for individual learners and specific groups?</p>	<p>The review team sampled 42 lessons across the Broad General Education from S1 to S3, with a few sampled in S4 to observe the transition into the Senior Phase.</p> <p>Across the school, pupils are well-behaved and intrinsically motivated to learn. There are strong, positive relationships with a caring culture evident in almost all classes, both between young people and between teachers and pupils.</p> <p>The quality of learning and teaching across the school is variable. In the majority of lessons, the purpose of learning is effectively shared. However, class observations and feedback from a pupil focus groups suggest that the use of Learning Intentions and Success Criteria is inconsistent. In the majority of classes observed explanations are clear and effective, with staff communicating expectations well. Questioning is regularly used to check for understanding and in the most effective lessons, higher order thinking questions supports pace and challenge. The school now needs to build on this to ensure that higher order questioning is a regular feature in order to deepen learning and develop thinking skills.</p> <p>In almost all lessons observed effective cohesion of learning was observed, where staff made links to prior and future learning.</p> <p>In the majority of classes, lessons are weighted towards teacher explanation with independent tasks then being set. There is scope for staff to challenge young people more effectively and give increased opportunity to lead their own learning, taking responsibility in terms of next steps. In the most effective lessons, teachers use a variety of learning and teaching approaches to engage young people in their learning. However, there is room for a greater variety of approaches to be used more consistently across the whole school to appropriately engage, motivate and support different groups of young people. The school should consider how shared pedagogical approaches can improve differentiation and effectively support young people to progress through increased pace and challenge. Where some low level disruption was observed, this could be better supported through increased pace and challenge.</p> <p>The school has completed some recent work to establish shared expectations across all classrooms and this remains an area of focus in the school improvement plan. As identified by the school, further work in this area to support whole school lesson expectations, in line with a recent local authority publication, will support more consistent approaches to ensure high quality learning and teaching.</p> <p>Staff have been engaging with the moderation cycle and are beginning to plan collaboratively in some subject areas. Planned and effective</p>

	<p>assessment strategies are beginning to emerge from this and be used effectively, particularly at points of transition. This practice should now become more consistent in all subject areas and faculties to allow for robust moderation and verification in the BGE. Planned assessments, both formative and summative should support effective feedback for improvement in all classrooms. A focus group of pupils and class observations suggest that the quality of feedback is inconsistent across the school. Feedback which progresses learning was only observed in a few classes. This is an area the school should continue develop through their learning and teaching developments.</p>
<p><b>HGIOS 4 Successes and Achievements</b></p>	
<p><b>3.1 Ensuring wellbeing, equality and inclusion</b></p>	<p>Theme 3- Fulfilment of statutory duties Theme 4- Inclusion and equality</p>
<p>How well do we ensure that all staff undertake regular professional learning around legislation, statutory requirements and codes of practice?</p> <p>Can we be sure that all staff guidance?</p> <p>How well can we demonstrate improved attainment for groups and individuals facing barriers to learning, including poverty?</p> <p>How well does our school ensure that the curriculum is designed to develop and promote equality and diversity, eliminate discrimination?</p>	<p>The school is highly committed to providing the best possible experiences and outcomes for all of the young people in its care. Positive relationships are evident across the majority of the wider body of the school and there is a nurturing ethos apparent in the interactions between staff and learners. There is a strong commitment to wellbeing, equality and inclusion that comes from the SLT and cascades into all aspects of the school community.</p> <p>Self-evaluation of wellbeing, equality and inclusion shows fitting measures to addressing barriers to learning and a range of opportunities available to pupils. Staffing in the Pupil Support Faculty allows for robust, tailored packages and opportunities for individual learners and targeted groups, such as the Learn to Succeed and John Muir Award programmes. Pupil Support Workers lead on a number of these initiatives and all Pupil Support staff demonstrate a high level of commitment to meeting the needs of individuals. There is an opportunity here to link these initiatives to the Experiences and Outcomes in health and wellbeing in order to track and monitor pupil progress. Home visits are carried out by Pupil Support Workers where appropriate, to address attendance concerns. There is clear engagement of partners in supporting the needs of young people, such as a Guided Self Help worker and school counsellors. There exists a high level of community participation in meeting the needs of individuals, such as the DGS Dinners intergenerational initiative, which we would highlight as an area of good practice.</p> <p>Staff are aware of relevant statutory requirements and legislation and this is clearly outlined in relevant DGS documentation. Staff have received training appropriate to enhancing their approach to wellbeing, such as ACE awareness and trauma informed practice. The wellbeing indicators and the principles of GIRFEC are understood by both staff and pupils and are visible in poster form across the school. This could now be further reinforced across the curriculum through referencing by teaching staff during relevant classroom topics.</p> <p>Following requests from staff to share more relevant pupil information, weekly briefings have now been established whereby the Depute Head Teacher for Wellbeing, Equity and Inclusion shares appropriate wellbeing concerns. Record keeping is in line with guidelines issued by ELC. LAAC folders and Child Protection folders are stored as appropriate and chronologies updated. Staff currently use the referral system to record wellbeing and other concerns. Consideration could be given to the use of a</p>

	<p>wellbeing concern form to separate wellbeing and behavioural concerns in line with safeguarding guidelines. The school should now review how they further publicise child protection procedures and protocols around the school and to parents and the wider school community Child's Planning Processes are in place and corroboration between Child's Plans and pastoral notes show a comprehensive story of a child's needs and appropriate interventions. The school will align with new guidelines and templates for planning for young people when this becomes available. Staff are considering how to further involve parents in planning and attendance at parents' evenings.</p> <p>Pupils with additional support needs have a profile accessible by staff that is updated with parental and pupil involvement. This information is gathered at the point of transition and reviewed regularly to take account of evolving needs. Staff find this information useful in meeting the needs of individual pupils in their classroom. Pupils themselves identify P7 to S1 transition as an area of strength. Targeted literacy and numeracy interventions are in place and regularly reviewed to monitor pupil progress. IEPs are in place for all pupils with exceptional needs. Pupils at risk of leaving with few or no qualifications are identified in S4 and planned interventions are put in place to address this. There are plans to extend this now into the BGE in order to capture earlier interventions.</p> <p>The Pupil Support staff work as a cohesive team and their collective knowledge and understanding of the pupils allow for timely and appropriate interventions to ensure positive outcomes. The Principal Teacher of Pupil Support provides a layer of clarity over the roles and responsibilities of all Pupil Support staff and has a comprehensive overview of the supports available to individuals. Communication and planning for young people is strong across the team. There are regular PSG meetings where the planning of relevant interventions for young people is structured around the wellbeing indicators. The three Bases provide opportunities for nurture, learning and wellbeing interventions that are well structured and comprehensive to both pupils and staff. There is scope to explore the role of pupil support assistants and their activity within the classroom with all teaching staff to ensure a consistent and useful deployment of their time.</p> <p>Exclusion rates have dropped and remain very low. Staff have received training in "Managing Distressed and Challenging Behaviour" in order to have a greater understanding of restorative approaches and reducing barriers to learning. Working towards the silver award in the Rights Respecting Schools Award will further cement the use of restorative practice and positive relationships across the school. The LGBT+ Allies Group have a strong voice and are leading on a number of initiatives to address equality across the school. The Mental Health Group have previously led a mental health awareness week and plan to do so again in February, providing a good opportunity for pupil leadership and tackling wellbeing. Pupils report that the school has an inclusive approach to financial hardship and disability and they value this highly.</p> <p>The commitment of the school to ensure the wellbeing, equality and inclusion of pupils should be highly commended.</p>
<p><b>3.2 Raising Attainment and Achievement</b></p>	<p>Theme 1 – Attainment in literacy and numeracy                  Theme 2- Attainment over time                  Theme 3- Overall quality of learners' achievement                  Theme 4- Equity for all learners</p>

<p>How well are the school's approaches to raising attainment improving outcomes for children and young people?</p> <p>How well is the school's focus on literacy and numeracy leading to raising attainment across the curriculum?</p> <p>How well is evidence from tracking meetings, professional dialogue and assessment used to measure progress over time?</p> <p>How well is assessment used to inform teacher judgements?</p> <p>How well are personal achievements tracked, valued and recognised?</p> <p>How well does the school work in partnership including with local businesses?</p> <p>How beneficial is the school's outdoor learning?</p> <p>How well is the school removing barriers to learning and ensuring <b>equity</b> for all?</p> <p>Do the school's systems lead to <b>equity</b> of success for all? How effective are the school's systems to promote equity of success and achievement for all children and young people?</p> <p>How well has the school raised the attainment of the most disadvantaged children and young people?</p> <p>How well is the school removing barriers to learning and ensuring equity for all?</p>	<p>Data from Primary around Literacy and Numeracy indicates that the percentage of children and young people achieving their expected CfE level is increasing year on year. This is particularly the case for Numeracy which has been a cluster focus. The challenge for leaders is to ensure that post transition value is added to those pupils identified as requiring intervention – particularly around those with FSM and those who are LAC where evidence shows that the gap is significant by the end of the BGE.</p> <p>The data for expected levels of Literacy demonstrates an improving landscape across the BGE for all pupils. Recent period allocation in S1 devoted to a variety of focused literacy interventions demonstrates a commitment to further improvement but the impact of this is yet to be realised.</p> <p>The school employs several strategies to raise attainment across each year group from the BGE to the Senior Phase. These currently include the analysis of reporting data, a focus on improving transition processes from P7 and the use of a <u><a href="#">school devised data base (risk matrix)</a></u> with information available to all staff.</p> <p>Currently most faculties track progress in learning through the curriculum levels using their own faculty tracking systems. Staff told us that most faculties are at an early stage of this journey so there is scope to build upon this positive start to ensure that there is a consistent understanding of standards and a common language understood by all.</p> <p>There is a whole school overview of progress in learning for individuals across the BGE but this has limited data and is yet to be evaluated. The school is anticipating the launch of the new SEEMIS progress and achievement app – and as such - have committed to the ELC pilot.</p> <p>Middle leaders need support to fully engage with the National Benchmarks and moderation to ensure a shared understanding of standards across all faculties. This should serve to provide consistently reliable information about achievement of a level in all curriculum areas as well as in literacy and numeracy.</p> <p>Transition into S4 through the coursing process is robust with nearly all students being coursed at appropriate levels. Strong attainment data is evident in the senior phase. It is clear that staff know the capacity of their pupils and there is a strong culture of ambition.</p> <p>The school was able to articulate the strengths and areas for development across senior phase dashboard measures and whilst there is scope for improvement in a few areas, attainment overall and positive destination measures are very positive.</p> <p>The embedding of DYW across the curriculum is ongoing and extensive but with limited evidence of impact. Evaluating work done to date is essential ensuring a clear strategy is in place. There has been some growth in</p>
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	<p>partnership working but extending this to tap into the capacity of the parent body should be explored. Explicit reference to skill development should be planned and embedded within lessons which in turn will increase relevance and lead to further improvements in attainment.</p> <p>In terms of wider achievement, there is a significant and growing variety of opportunities available to young people and this should be highly commended. Celebrating wider achievement takes place through awards ceremonies, concerts, a school show and a recently introduced Sports award ceremony as well as through many other channels including social media. Staff spoke passionately about their commitment to wider achievement and their endeavour to ensure equity of access. Good channels exist for communicating achievements in the wider community but this should be continually evaluated to ensure equity.</p> <p>The significant work devoted to developing and embedding Profiling across the BGE is a credit to the teacher leader. Pupils, in focus groups, however, were unable to share the purpose of Profiling and struggled to articulate its value. A planned evaluation of Profiling should capture how to make the purpose of Profiling more explicit.</p> <p>In terms of equity, the school has clearly identified their 'gap' and should evidence that their PEF funding is targeted to support these specific individuals.</p>
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Summary	
<ul style="list-style-type: none"> <li>• Leadership</li> <li>• Capacity for improvement</li> <li>• Validation of the school's Standards and Quality report</li> </ul>	<p>The review team is confident that there is capacity in the school to take forward the areas for improvement and validate the school evaluations in the Standards and Quality report.</p>
<p><b>Key Strengths:</b>                      Highly motivated pupils who are proud of their school.                      Positive attainment outcomes for school leavers.                      The senior leadership team ably led by the head teacher working collegiality to take forward improvements.                      The caring and inclusive ethos evident across the whole school and wider community.                      Staff commitment to the life and work of the school.                      Opportunities to celebrate achievement.                      Commitment to meeting the needs of every young person.</p> <p><b>Areas for Development:</b>                      Consistency in learning teaching and assessment ensuring appropriate pace and challenge.                      Continue to strengthen self-evaluation to ensure priorities lead to improvements at whole school level.                      Continue with planned improvements in the Broad General Education curriculum including making learning relevant with links to the career education standard.</p>	

School QIO \_\_\_\_ Karen Haspolat \_\_\_\_\_ Date of visit: 4<sup>th</sup> – 6<sup>th</sup> November 2019