

# Dunbar Grammar School Improvement Plan

**2021-2022**

Dunbar Grammar is a caring community where you  
can RISE to be your best

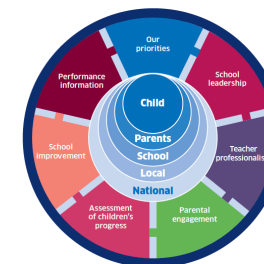
**RESPECT INCLUSION SUPPORT EFFORT**



## National Priorities

In line with the National Improvement Framework, school improvement priorities should clearly articulate with the following 4 key priorities:

- **Improve attainment, particularly in Literacy and Numeracy**
- **Close the attainment gap between the most and least disadvantaged children**
- **Improve children and young people's health and well-being**
- **Improve employability skills and sustained, positive destinations for all young people (DYW 3 to 18)**



## Local Priorities

### Curriculum

- Develop and implement curriculum programmes of learning across all schools within the broad general education
- Review the curriculum within the senior phase across all secondary schools with stakeholders

### Learning Teaching and Assessment

- Develop a policy to ensure consistency in our approaches to planning learning, teaching and assessment and ensure our assessment evidence is valid and reliable, particularly at key milestones.

### Leadership

- Build capacity for leadership at all levels to drive improvement at a school and local level to continue to drive forward our vision for children and young people in East Lothian.

### Self-evaluation for self-improvement

- Extend our approaches to self-evaluation for self-improvement across our schools

## School Priorities

Based on your self-evaluation of the following QIs to include actions towards addressing the areas for improvement identified:

- 1.3 Leadership of change
- 2.3 Learning, teaching and assessment
- 3.2 Raising attainment and achievement

Include reference to the actions and approaches being taken forward to improve the effectiveness of moderation of teacher judgement of CfE levels in Literacy and Numeracy.

Include actions identified from the SEE survey and employee engagement survey.



# DUNBAR GRAMMAR SCHOOL

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RESPECT

INCLUSION

SUPPORT

EFFORT

## **Priority 1 - Excellence and equity in teaching and learning, to raise attainment and achievement for all.**

- 1) Develop the learning culture across the school and enhance our approaches to improving teaching and learning, ensuring that they are underpinned by our school values.
- 2) Develop greater consistency in approaches to literacy and numeracy across the curriculum, with a focus on numeracy
- 3) Strengthen our ability to identify those students in our attainment gap and work collaboratively to develop successful, targeted and timely interventions that raise the attainment and achievement of all.
- 4) Continue with our long term BGE Curriculum Review

## **Priority 2 - Develop our positive and inclusive learning community**

- 1) Continue to develop approaches to positive relationships, with a focus on nurture principles and utilising CIRCLE resources.
- 2) Continued focus on empowerment and wellbeing for staff and students

## **Priority 3 - Increased future opportunities for all**

- 1) Encourage leadership opportunities for all staff and students
- 2) Ensure our learning pathways provide appropriate progression of skills for all

**Priority: Excellence and equity in teaching and learning, to raise attainment and achievement for all.**

Actions	Drivers for improvement	When/Who	Impact/Evidence
<p><b><i>Develop the learning culture across the school and enhance our approaches to improving teaching and learning, ensuring that they are underpinned by our school values.</i></b></p> <p>Establish a working party to lead our whole school Teaching and Learning enquiry with a specific focus on:</p> <ul style="list-style-type: none"> <li>• What constitutes effective teaching and learning at DGS?</li> <li>• What valued student outcomes do we envision that we can deliver to all students through the improvement of our teaching and learning?</li> <li>• Areas the working party will consider: observations and feedback, gathering data on the impact to students, CLPL, use of research and current theory to inform our practices.</li> </ul> <p>The long term goal is to develop a teaching and learning policy which is aligned with school values.</p> <p>We will have a focus throughout the year on teaching and learning</p> <ul style="list-style-type: none"> <li>• Teaching and learning focus in August in-service and collegiate time.</li> </ul>	<p>Teacher Professionalism School Leadership School Improvement Performance information Assessment of children's progress Parental Engagement</p> <p>School Leadership School Improvement Performance information Assessment of children's progress Parental Engagement</p>	<p>DMcB to lead with Working Group This will carry on into session 2022/23</p> <p>DMcB and several PTCs to lead. All staff to be involved.</p>	<p>Engagement with research and current theory to inform our understanding of effective practice should be embedded in our processes for PRD and planning for professional learning.</p> <p>A systematic consultation will take place with staff, students and parents to ascertain views on what contributes to effective T &amp; L practices. This will be cross referenced with attainment and other data to ensure a robust evidence base for further enquiry.</p> <p>Regular opportunities for teachers to engage with high quality CLPL focussed on enhancing our pedagogical approaches and measuring impact in terms of our valued student outcomes.</p> <p>Development of a teaching and learning policy for DGS which is visible across the school and contributes to a shared language of learning.</p> <p>Offer a wide range of Leadership opportunities to staff who wish to develop their practice in this area.</p> <p>Increase opportunities for staff to engage with practitioner enquiry for the purpose of improving teaching and learning.</p> <p>Develop a new approach to classroom observations that is focussed on sharing of good practice and supporting teachers to identify and address their own professional learning needs</p>



<ul style="list-style-type: none"> <li>• Develop a new approach to VSE and classroom observations/shared classroom experience which is focussed on sharing of good practice and supporting teachers to identify and address their own professional learning needs.</li> <li>• All staff involved in shared classroom experience model (training at In-service and DGS 2)</li> </ul> <p>Reintroduce the self-evaluation calendar which will allow a more comprehensive approach and a clear purpose for every self-evaluation activity undertaken</p> <p><b>Working within our Associated School Group - introduce the British Council Global Partnership Project to our community. Focus on building relationships with our Rwandan School Partners by sharing learning opportunities and mutually working towards the United Nation's Sustainable Development Goals.</b></p>	<p>School Improvement Performance information Parental Engagement</p>	<p>FC to lead throughout session.</p>	<p>Strengthen our approaches to digital learning with increased training for staff. Reciprocal visits to be planned whenever travel restrictions permit. Ongoing partnership work will impact at classrooms level and our staff and students will have an increased understanding of United Nation's Sustainable Development Goals.</p>
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<p><b><i>Strengthen our ability to identify those students in our attainment gap and work collaboratively to develop successful, targeted and timely interventions that raise the attainment and achievement of all.</i></b></p> <p>Enhance our capacity to utilise data to understand the impact of our interventions and inform future self-evaluation and on-going improvement</p> <p>We have created a detailed recovery plan which utilises additional staffing to offer additional targeted and universal supports which include</p> <ul style="list-style-type: none"> <li>• Targeted HWB/nurture sessions</li> <li>• Targeted support which incorporates outdoor learning</li> <li>• Targeted family support</li> <li>• Drama-therapy</li> <li>• Targeted numeracy interventions in BGE and Senior Phase</li> <li>• Mastery Maths approaches to be used with specific classes</li> <li>• Senior Phase QMU tutoring initiative</li> <li>• Senior phase assertive mentoring</li> <li>• Re-establish sense of community and belonging to school in BGE with planned events and staff champions/student leadership academy</li> <li>• Targeted support for learning</li> <li>• Range of literacy interventions (handwriting and reading groups)</li> </ul>	<p>School Leadership School Improvement Performance information Assessment of children’s progress Parental Engagement</p>	<p>DMcB, CS and EO to lead alongside PM.</p>	<p>Evidence of staff planning interventions using data to identify students who have barriers to their learning and monitoring those students progress through further data collection and analysis.</p> <p>Staff will engage with targeted interventions for literacy and numeracy and use attainment data to track improvement of targeted groups.</p> <p>Closely monitor improvement in attainment for students in intervention groups including</p> <ul style="list-style-type: none"> <li>• Attendance</li> <li>• Referrals</li> <li>• Duty heads and other seemis data</li> <li>• Student questionnaires</li> <li>• Attainment data</li> <li>• Participation rates in extra curricular</li> </ul>
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**Priority: Develop our positive and inclusive learning community**

Actions	Drivers for improvement	When/Who	Impact/Evidence
<p><b>1) Continue to develop approaches to positive relationships, with a focus on nurture principles and utilising CIRCLE resources.</b></p> <p>Now more than ever, it is important that we have a consistent approach across the school with expectations and approaches to positive relationships</p> <ul style="list-style-type: none"> <li>• Staff training on CIRCLE</li> <li>• Focus on staff training and development – importance of re-establishing relationships and re-establishing learning routines for some students</li> <li>• Existing Positive Relationships Working Groups will continue to develop whole school approaches to the ongoing recovery plan and migrations. (e.g. supporting staff and students with new routines/approaches)</li> <li>• Continue to introduce Rights Respecting Schools– aligning with school values</li> </ul>	<p>Teacher Professionalism School Leadership Assessment of children’s progress</p>	<p>EO and Pupil Support Team to lead. Ongoing throughout session.</p> <p>PM and EO</p> <p>PM and EO – ongoing</p> <p>PS by June 2022.</p>	<p>Students will be supported fully in their return to school. This will be monitored and assessed through analysis of local data (e.g. attendance, referrals and duty heads). We would expect to see low numbers of repeated concerns. Timely interventions for those people who are struggling to adjust to school life.</p> <p>Students will receive appropriate support services in a timely manner. Referrals will be managed by the PSG and impact assessed through this group.</p> <p>Progress to Silver by end of session</p>





<ul style="list-style-type: none"> <li>Focus on nurturing sense of school community and identity (with a focus on increasing the sense of belonging for BGE students)</li> <li>Planned events for parents and carers throughout the session (open doors event when Guidance permits)</li> </ul> <p><b>Continued focus on empowerment and wellbeing for staff and students</b></p> <ul style="list-style-type: none"> <li>Continuation of including AMA sessions, review of faculty/whole school time allocation in DGS afternoons and approaches to consultation/information sharing.</li> <li>Introduce AMA drop in sessions for students.</li> <li>Regular feedback taken from staff and action plans created where appropriate. Review and assessment of the draft WTA.</li> </ul> <ul style="list-style-type: none"> <li>Continue to develop S6 Senior Supporters for S1 students</li> </ul>	<p>Teacher Professionalism School Leadership School Improvement</p>	<p>CS, EO and RM to lead</p> <p>CS to lead throughout the session</p> <p>CS to lead in conjunction with MS, TF and JM</p> <p>EO and RM to lead throughout the year</p>	<p>Monitor participation in house and extra-curricular events.</p> <p>Evaluate impact via student questionnaires and focus groups.</p> <p>Parents will feel connected to the school and well informed and included.</p> <p>Staff and students will feel listened to and supported.</p> <p>We would hope to see continued impact in the 2022 Employee engagement survey.</p> <p>On-going staff feedback via informal channels and formally through staff surveys. This will inform any changes to the draft WTA. Action plans on any changes shared with staff on an ongoing basis to evidence the responses to feedback.</p> <p>S1 students will be supported throughout the year by S6 students. This will allow a large number of S6 to develop skills and for S1 students to feel continuously supported by older students. Evidenced in SEE survey.</p>
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<ul style="list-style-type: none"> <li>Staff HWB in-service and events throughout the term.</li> </ul>		<p>CS and PM to lead throughout the year</p>	<p>Staff will have the opportunity to engage in a range of events which allow them to take care of their health and wellbeing. Impact evidenced in Employee Engagement Survey.</p>
			

**Priority: Increased future opportunities for all**

Actions	Drivers for improvement	When/Who	Impact/Evidence
<p><b>Encourage leadership opportunities for all staff and students</b></p> <ul style="list-style-type: none"> <li>• <i>Continue to promote training and leadership opportunities for staff</i></li> <li>• S6 Student Leadership and Service focus Including literacy and numeracy ambassadors who will support BGE classes and S1 buddies.</li> <li>• Develop Developing the Yong Workforce (DYW)/My World of Work (MWOw) ambassadors</li> <li>• Build upon the work completed with Columba 1400 and the ASG in 2019/20 focusing on values and leadership in transition.</li> </ul>	<p>Teacher Professionalism School Leadership School Improvement Parental Engagement</p>	<p>SLT</p> <p>RM and EO</p> <p>RM to lead throughout the year</p> <p>RM and FC to lead throughout the year with a view to planning final event in June 2022</p>	<p>Staff areas of interest and development identified via PRD. This can be matched with opportunities within schools/Authority</p> <p>CLPL opportunities advertised to all staff and evaluation to evidence impact.</p> <p>S6 students will develop their leadership skills as they support younger students. Almost all S6 students will be involved in service to the school/wider community. The S6 contract will be changed to a S6 Agreement and will include an expectation of service.</p> <p>We will have a larger group of students and staff who are trained as DYW and MWOw ambassadors and this will allow us to offer more activities/events and engage a wider group of students and their parents/carers.</p> <p>We will work collaboratively with the ASG Primaries as part of a Columba 1400 leadership programme for P7s focused on values. This will influence plans for how to continue this work as the young people progress into S1 in 2021. Transition event with a focus on Service to the community in June 2022.</p>



**Ensure our learning pathways provide appropriate progression of skills for all**

- Continue to develop wider opportunities through the School College Partnership (SCP) including supporting students with online learning in term 1
- Work alongside SDS and DYW to promote career management skills and transferrable skills which allow students to be work ready

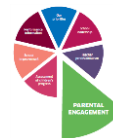
School Improvement  
Performance information  
Assessment of children's progress

RM  
Ongoing

We will continue to support students to participate in a wide range of opportunities which prepare them for life outside school.

Close support offered for all SCP students and attendance/completion rates analysed.

The SDS Carers Advisory service will be used in different ways due to restrictions on class work. This service can be used to offer CLPL for teachers to promote career management skills through curriculum experiences.



## Dunbar Grammar Summarised Improvement Priorities 2021-22

- Excellence and equity in teaching and learning, to raise attainment and achievement for all
  - Develop our positive and inclusive learning community
    - Increased future opportunities for all

<b>School Priority</b>	<b>Links to National Priorities</b>	<b>Links to Local priorities</b>
Excellence and equity in teaching and learning, to raise attainment and achievement for all	<b>Improve attainment, particularly in Literacy and Numeracy</b> <b>Close the attainment gap between the most and least disadvantaged children</b>	<i>Curriculum Learning Teaching and Assessment</i>
Develop our positive and inclusive learning community	<b>Improve children and young people's health and well-being</b>	<i>Self-evaluation for self-improvement</i>
Increased future opportunities for all	<b>Improve employability skills and sustained, positive destinations for all young people (DYW 3 to 18)</b>	<i>Leadership</i>