

DUNEDIN SCHOOL

Delivers unique education to individuals

**STANDARDS, QUALITY ASSURANCE
and
IMPROVEMENT PLAN**

2017-2018

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INTRODUCTION

Every year, the staff at Dunedin carry out a whole-school evaluation to determine how well we think we are doing, and to establish where we need to make changes and improvements.

This document reports on our evaluation, and on how we believe Dunedin School is developing. It also details the priorities for improvement which we have identified for the coming year.

We have also included a brief summary of other activities and achievements which have taken place throughout the year. We hope this will be helpful in conveying a greater sense of what has been happening in the school, though more detail can be found on our website.

We hope that you find this information useful. However, if you are unsure about any of the contents, please get in touch with us.

THE SCHOOL IN CONTEXT

Dunedin School is a “second chance” school which caters for young people, of secondary school age, for whom mainstream schooling has been found to be inappropriate. Dunedin provides exceptional teaching services to a small number of educationally fragile and socially vulnerable young people, many of whom have had a fractured learning experience. Up to 21 pupils are enrolled at any one time. Pupils are referred to Dunedin, in the main, by local authorities, following multidisciplinary discussion including assessment by an educational psychologist, and by parents of children in independent schools following discussion with staff there.

It is central to the Dunedin ethos that, irrespective of a pupil’s previous learning experiences, the individual placed at Dunedin should benefit from tailored teaching in a supportive environment. It is a guiding principle of the school that a high priority is placed on meeting the needs of, and nurturing, the individual. For this reason, the teachers exercise a more flexible and more mutually collaborative and co-operative way of working than would be the norm in a mainstream school.

Dunedin aims to provide structured yet flexible learning opportunities tailored to the individual, enabling each to realise his or her own potential.

THE AIMS OF THE SCHOOL

- To provide flexible education and pastoral care
- To create a welcoming, sympathetic environment which promotes learning
- To support pupils in developing self-respect, self-confidence and self worth
- To foster in pupils mutual trust and tolerance of others
- To reintroduce pupils to a holistic educational environment
- To provide a broad and appropriate curriculum
- To encourage a positive attitude to learning
- To motivate pupils to aspire to their full potential and, where appropriate, to present them for formal qualifications and/or exams
- To encourage pupils to recognise Dunedin as a “second chance” school where they will be respected as the individuals they are
- To give pupils the opportunity to participate fully in a Personal Learning Plan (PLP)
- To create Individual Education Plans (IEPs) for those pupils who are unlikely to achieve their academic potential at Dunedin without further additional intervention

CHILD PROTECTION

Dunedin School has a rigorous child protection policy in place to safeguard and promote the welfare of our pupils. Guidance within the policy is regularly updated to take account of changing legal and societal landscapes. This ensures that all staff working with the young people at Dunedin School have the knowledge and confidence to deal with a child protection situation, should one arise, and know what action to take if they have any concerns about the welfare of the pupils in our care.

This year, the school introduced an additional requirement for all staff to sign a Child Protection Code of Conduct on an annual basis. This has been adopted as part of the school’s child protection policy.

THE NATIONAL CONTEXT FOR EDUCATION

The National Improvement Framework (*NIF*) was launched in 2016. It is an important document which sets out the Scottish Government's vision to achieve excellence and equity for all learners and to close the attainment gap.

The National Improvement Framework sets out four key priorities that everyone in Scottish education should be working towards:

- improvement in attainment, particularly in literacy and numeracy
- closing the attainment gap between the most and least disadvantaged children
- improvement in children's and young people's health and wellbeing
- improvement in employability skills and sustained, positive school leaver destinations for all young people

The Framework also identifies six key drivers of improvement. Progress across all of these is needed to deliver the improvements we want to see for all learners:

- School leadership
- Teacher professionalism
- Parental engagement
- Assessment of children's progress
- School improvement
- Performance information

Dunedin School's improvement planning is guided by the four key priorities and the six key drivers noted above, as well as Education Scotland's self-evaluation document, ***How Good is our School? (4th Edition)***

A review of the progress we have made in session 2017-2018 can be found on the following pages.

REVIEW OF PROGRESS FOR SESSION 2017-2018

Details of last year's developments can be found in last year's **School Improvement Plan**. The progress achieved in these developments is summarised below.

<p>School Improvement Priority 1:</p> <p>Within the context of the school, ensure all S1-S3 pupils experience the Broad General Education (BGE) phase as fully as possible, whilst preparing them for the senior phase; develop a cohesive approach to Literacy, Numeracy and Health and Wellbeing across the curriculum</p>	
<p>Link to National Improvement Framework Priorities</p>	<p>Link to <i>How Good is our School?</i> (4th Edition)</p>
<ul style="list-style-type: none"> • Improvement in attainment, particularly in literacy and numeracy • Closing the attainment gap between the most and least disadvantaged children 	<p>Learning Provision - 2.2: <i>The Curriculum</i> Successes and Achievements - 3.2: <i>Raising Attainment and Achievement</i></p>
<p>Action and Progress:</p> <ul style="list-style-type: none"> • New BGE working group formed • Audit completed of Literacy, Numeracy and Health and Wellbeing Experiences and Outcomes (<i>Es and Os</i>) covered across the curriculum • New record sheets to capture S1-S3 pupil engagement in these areas developed and trialled • Progress discussed with Link Inspector • All staff issued with folders with essential documentation re BGE, with renewed focus on benchmarks for these areas, and individual subjects 	
<p>Impact:</p> <p>Following consultation with the school's Link Inspector, the BGE working group focused on the delivery of Literacy, Numeracy and Health and Wellbeing Experiences and Outcomes (<i>Es and Os</i>) across the school. Several audits have been carried out: to ascertain which Literacy and Numeracy <i>Es and Os</i> all subject staff are delivering within their S1-S3 programmes of work, and to look at where Literacy, Numeracy and Health and Wellbeing <i>Es and Os</i> are being covered in whole school and interdisciplinary events. These audits demonstrated that the school is covering most of the <i>Es and Os</i> across subjects and events, and where they are not being covered across the school, they are delivered within English, Maths, PSE, HFT and Tuesday and Friday activities. Information on Literacy and Numeracy is being collated and filed to provide a more cohesive overview, and to develop a more streamlined approach to recording each BGE pupil's achievements and progress in Literacy and Numeracy. Whole-school events now have a much clearer focus on incorporating Literacy and Numeracy <i>Es and Os</i>, as well as other essential skills for learning, life and work.</p> <p>Staff were asked to revisit benchmarks for Literacy and Numeracy, as well as for their own subjects. All of this work has made it easier to assign Literacy and Numeracy levels to all BGE pupils for the March reports. Work on collating and recording evidence of achievement in Literacy and Numeracy is now ongoing and will be in a consistent format that can more easily be shared with all staff.</p> <p>The Literacy and Numeracy co-ordinators have attended sessions on the new Scottish National Standardised Assessments, and the school now has the capacity to use these as part of our suite of assessment tools - but only if and when it is judged appropriate for each S3 pupil.</p>	
<p>Next Steps:</p> <ul style="list-style-type: none"> • All departments to carry out their own audits of where <i>Es and Os</i> are being covered and how they are used to plan work • Timetable at least one whole-staff meeting for moderation of BGE work • All staff to develop an approach to recording evidence of pupils' achievement of a level 	

REVIEW OF PROGRESS FOR SESSION 2017-2018
(*contd.*)

School Improvement Priority 2:	
Improve quality assurance and moderation of the Broad General Education Phase	
Link to National Improvement Framework Priorities	Link to <i>How Good is our School?</i> (4th Edition)
<ul style="list-style-type: none"> • Improvement in attainment, particularly in literacy and numeracy • Closing the attainment gap between the most and least disadvantaged children 	Learning Provision - 2.3: <i>Learning, Teaching and Assessment</i>
Action and Progress:	
<ul style="list-style-type: none"> • Audit completed of Literacy, Numeracy and Health and Wellbeing <i>Es and Os</i> covered across the curriculum 	
Impact:	
<p>As above, Literacy, Numeracy and HWB audits demonstrated that the school is covering most of the <i>Es and Os</i> across subjects and events, and where they are not being covered across the school, they are delivered within English, Maths, PSE, HFT and Tuesday and Friday activities.</p> <p>Information on Literacy and Numeracy is being collated and filed to provide a more cohesive overview, and to develop a more streamlined approach to recording each BGE pupil's achievements and progress in Literacy and Numeracy.</p> <p>Whole-school events now have a much clearer focus on incorporating Literacy and Numeracy <i>Es and Os</i>, as well as other essential skills for learning, life and work.</p> <p>Staff were asked to revisit benchmarks for Literacy and Numeracy, as well as for their own subjects. It is now easier to assign Literacy and Numeracy levels to all BGE pupils for the March reports.</p>	
Next Steps:	
<ul style="list-style-type: none"> • All departments to carry out their own audits of where <i>Es and Os</i> are being covered and how they are used to plan work • Timetable at least one whole-staff meeting for moderation of BGE work • All staff to develop appropriate approaches to assessing, tracking and recording evidence of pupils' achievement of a level 	

REVIEW OF PROGRESS FOR SESSION 2017-2018
(*contd.*)

School Improvement Priority 3:	
Improve quality assurance and moderation of the school self-evaluation process	
Link to National Improvement Framework Priorities	Link to <i>How Good is our School?</i> (4th Edition)
<ul style="list-style-type: none"> • Improvement in attainment, particularly in literacy and numeracy • Closing the attainment gap between the most and least disadvantaged children 	Leadership and Management - 1.1: <i>Self Evaluation for Self Improvement</i> Successes and Achievements - 1.3: <i>Leadership of Change</i>
Action and Progress:	
<ul style="list-style-type: none"> • A working group has researched best practice in approaches to classroom observation • Staff have discussed how this might be implemented within the particular context of Dunedin 	
Impact:	
Classroom observations have not yet begun. The projected impact of future classroom observations will be that teachers can share good practice and have an opportunity to reflect on their own professional learning needs, which will enhance the school's current professional review process.	
Next Steps:	
<ul style="list-style-type: none"> • Fine-tune approach to classroom observation to ensure it is workable and relevant • Trial classroom observations 	

REVIEW OF PROGRESS FOR SESSION 2017-2018
(*contd.*)

<p>School Improvement Priority 4:</p> <p>Provide opportunities for young people to develop Career Management Skills (CMS) in accordance with <i>Developing the Young Workforce (DYW)</i></p>	
<p>Link to National Improvement Framework Priorities</p>	<p>Link to <i>How Good is our School?</i> (4th Edition)</p>
<ul style="list-style-type: none"> • Improvement in employability skills and sustained, positive school leaver destinations for all young people. 	<p>Learning Provision - 2.2: <i>The Curriculum</i>; 2.6: <i>Transitions</i> Successes and Achievements - 3.3: <i>Increasing Creativity and Employability</i></p>
<p>Action and Progress:</p> <p>The DYW working group carried out an evaluation of activities and initiatives aimed at promoting the DYW agenda and CMS skills which took place during session 2016-2017. The group then focused on embedding the principles of DYW during session 2017-2018 as follows:</p> <ul style="list-style-type: none"> • Pupils were offered a comprehensive range of opportunities designed to further develop Career Management Skills, i.e. meeting with an entrepreneur and business owner; making work place visits to a working farm and food producer, and a local marine engineering firm; attending a careers fair • New links with Edinburgh College were established • Pupils were supported to attend Schools-College Partnership courses as part of their S6 curriculum • Within school, a range of interdisciplinary and whole-school events were used to develop a wide variety of career management skills, with a particular focus on encouraging pupils to work together, and to show leadership • CMS Profiles for all pupils, S1 to S6, were further refined to make it easier for them to track the development of skills over time • All pupils from S3 to S6 have had a one-to-one interview with the school's careers advisor this year, and she delivered a session to all pupils in PSE focusing on career management skills 	
<p>Impact:</p> <p>To date, pupils have had 18 key, planned opportunities to work together, and 6 opportunities to demonstrate leadership skills. Almost all pupils completed a CMS Profile to track the development of their skills over time. The profiles will be used to identify gaps in skills which will inform next session's activities.</p>	
<p>Next Steps:</p> <p>A full evaluation of DWY activities will be carried out at the end of this session and this will inform our next steps and help us to identify the priorities for 2018-2019 so that DYW remains firmly embedded in the curriculum</p>	

REVIEW OF PROGRESS FOR SESSION 2017-2018
(*contd.*)

School Improvement Priority 5:	
Improve tracking and monitoring of “added value” of pupils attending Dunedin	
Link to National Improvement Framework Priorities	Link to <i>How Good is our School?</i> (4th Edition)
<ul style="list-style-type: none"> • closing the attainment gap between the most and least disadvantaged children • Improvement in employability skills and sustained, positive school leaver destinations for all young people. 	Leadership and Management - 1.1: <i>Self Evaluation for Self Improvement</i> Learning Provision - 2.3: <i>Learning, Teaching and Assessment</i>
Action and Progress:	
<ul style="list-style-type: none"> • A new system to record attendance over time has been introduced • The school’s tracking forms have been amended • The Annual Report has been revised to include additional data 	
Impact:	
Data on attendance over time, exam results, engagement, participation and transitions can now be more easily accessed	
Next Steps:	
Review the way in which participation and engagement in interdisciplinary and whole-school events is captured and recorded	

School Improvement Priority 6:	
Revise and Update school policies and documentation as required	
Link to National Improvement Framework Priorities	Link to <i>How Good is our School?</i> (4th Edition)
<ul style="list-style-type: none"> • N/A 	Leadership and Management - 1.3: <i>Leadership of change</i>
Action and Progress:	
<ul style="list-style-type: none"> • A member of staff attended several Career Long Professional Learning (CLPL) events on new data protection and General Data Protection Regulation (GDPR) legislation • Information was cascaded to all staff • An audit of where sensitive information is stored was carried out • New data protection and GDPR legislation has been implemented 	
Impact:	
The school complies with current data protection legislation	
Next Steps:	
Continue to monitor to ensure compliance	

PROGRESS IN HEALTH AND WELLBEING, LITERACY AND NUMERACY AS THE RESPONSIBILITY OF ALL 2017-2018

These three important areas of Curriculum for Excellence link to the following National Improvement Framework key priorities:

- Improvement in attainment, particularly in literacy and numeracy
- Improvement in children's and young people's health and wellbeing

We continue to offer a wide range of activities to develop Literacy, Numeracy and Health and Wellbeing across the curriculum, through interdisciplinary learning, and opportunities for wider achievement such as:

- Collaboration with The Lyceum on Project Genie
- Collaboration with Drake Music
- Outdoor Education
- A residential stay
- Theatre, cinema and museum trips
- The annual charity coffee morning

Please see the school website for more information about these - and other - events and what our pupils achieved.

Here is a summary of progress made in each area during session 2017-2018, and the next steps we have identified:

	Progress	Next Steps
Literacy	<p>During this session, there were many interdisciplinary learning opportunities for pupils to develop literacy skills, including a second year of collaborating with The Lyceum, in a project based around the company's winter production of <i>The Arabian Nights</i>, during which:</p> <ul style="list-style-type: none"> • pupils were involved in generating ideas for the project and, through discussion, planned and organised the sharing event • pupils had an opportunity to work with a professional writer to develop scripts and monologues which were recorded and shared <p>Pupils also planned and organised the annual charity coffee morning developing literacy skills by:</p> <ul style="list-style-type: none"> • researching the charity • writing invites • project managing the event through planning meetings <p>There was also a renewed focus on moderation of literacy across all curricular areas:</p> <ul style="list-style-type: none"> • staff carried out an audit of their subjects, highlighting which Literacy Es and Os they covered and how • the results of this audit have been collated and analysed to determine whether there are any gaps <p>We have begun to record and track pupils' engagement with any learning which helps to develop literacy skills, and this will be further embedded next session. Staff were also issued with information sheets summarising each BGE pupil's strengths in literacy, and highlighting an area for development.</p>	<p>Improve tracking of literacy skills in subjects, in interdisciplinary learning and in opportunities for personal achievement</p> <p>Embed the information sheets identifying individual areas for development</p> <p>Schedule time for moderation of literacy across subjects</p> <p>Run workshops on research skills for all pupils</p> <p>Plan and apply for a writer in residence</p> <p>Consider ways of encouraging an improved reading culture</p>

PROGRESS IN HEALTH AND WELLBEING, LITERACY AND NUMERACY AS THE RESPONSIBILITY OF ALL 2017-2018

	Progress	Next Steps
Numeracy	<p>During this session, Numeracy has primarily been progressed within the Mathematics curriculum and through Support for Learning for those students who require extra numeracy practice.</p> <p>In addition, aspects of Numeracy were developed through some of the cross-curricular activities carried out throughout the session. e.g.</p> <ul style="list-style-type: none"> • Spy week interdisciplinary event which enabled a lot of Maths to be presented in an out-of-class context. In teams, students used a map of Europe and details about speed distance and time to work backwards to find where a spy had come from. This activity really appealed to some students' competitiveness. There was also logic, code-breaking and lock picking • During the annual charity coffee morning, some students were involved in collecting money on the day, and calculating the total gained and the tax relief due for relevant donations <p>As with Literacy there was a focus on moderation of Numeracy across the curriculum. For example:</p> <ul style="list-style-type: none"> • staff carried out a new audit of their subjects, highlighting Numeracy Es and Os covered. This audit was analysed to identify gaps • A new feedback structure was devised for communicating with students and staff regarding their numeracy in cross-curricular work, identifying level covered and a key development area <p>Engagement in learning in all subject areas, including cross-curricular activities, is now recorded which should enable the school to identify those students who struggle with areas where Numeracy is prevalent.</p>	<p>Improve tracking of numeracy skills in subjects and interdisciplinary learning</p> <p>Embed feedback and communication structure for students and staff</p> <p>Communicate with other staff regarding moderation of numeracy levels and skills</p> <p>Work more closely with Support for Learning to develop numeracy with students who find it challenging</p>

PROGRESS IN HEALTH AND WELLBEING, LITERACY AND NUMERACY AS THE RESPONSIBILITY OF ALL 2017-2018

	Progress	Next Steps
<p>Health and Wellbeing (HWB)</p>	<p>Following an evaluation of the previous year's provision of HWB it was agreed to continue with the delivery of <i>HWB4 -14 'I value the opportunities I am given to make friends and be part of a group in a range of situations'</i> but to also begin to focus on developing learning skills and strategies to help pupils build resilience. A plan was drawn up by all staff at the August in service for delivering these E and Os.</p> <p>Highlights included</p> <ul style="list-style-type: none"> • a very successful after school initiative where pupils planned and organised a skating trip and a games and pizza evening in school and a school holiday club where pupils were given the opportunity to meet up at school during the summer holiday • Friday afternoon walks and trips where pupils were able to build friendships. Pupils valued these opportunities highly • the residential outdoor education trip to Glencoe in which a record number of pupils participated <p>Delivery of the resilience part of the plan proved a challenge (partly due to staff's time commitments and over optimistic plans) so it was agreed to carry these activities forward into 2018-19. Once more, careful consideration into suitable delivery of the plan to match the needs of our pupils was undertaken.</p> <p>A new electronic logging system to track pupils' engagement in activities and CMS skills was developed and tested.</p> <p>A review of the original HWB strategy from 2013 was carried out and a revised strategy written.</p>	<p>Test the new logging system and make any changes needed</p> <p>Ensure that a HWB plan update is a regular item on the staff meeting agenda to ensure that planned activities are delivered and evaluated</p> <p>Continue to stay informed of wider national HWB issues and ensure that we plan appropriately for them</p> <p>Carry out an audit of Food and Health and PSE provision and carry out moderation of HWB</p> <p>Continue to deliver opportunities for all pupils to engage in HWB</p>

HIGHLIGHTS OF PUPILS' EXPERIENCES AND ACHIEVEMENTS 2017-2018

One of Dunedin School's priorities is to encourage pupils to take part in a wide range of activities outwith the classroom. Staff support pupils to engage in activities which they may not have had the opportunity to experience before, or may in the past have been reluctant to engage with. This helps to build pupils' self confidence and self esteem, helps to develop important life skills and leads to many personal achievements and individual successes. There were many such activities on offer in the last session, some of which are briefly listed below:

- A programme of sporting and recreational activities for Tuesday and Friday afternoons, including badminton, walks, the gym, film club, visits to the Botanic Gardens and a leadership skills day at Harlaw Reservoir
- A whole-school trip to an alpaca farm to help foster friendships
- Our annual charity coffee morning
- Children in Need fundraising activities
- Continuing collaboration with The Lyceum and Drake Music
- A new collaboration with Drum Riding for the Disabled to provide experience of working with and riding horses
- Collaborating with Edinburgh College to provide weekly engineering skills classes throughout the year
- Easter revision classes for pupils sitting exams
- Interdisciplinary projects such as Spy Week
- Welcoming visitors such as a local business entrepreneur and a representative from the pupils' elected charity
- Workplace visits i.e. to MacTaggart Scott
- Visits to careers fairs, apprenticeship events and college open days
- Science and Geography trips i.e. to Five Sisters Zoo, a science lecture given by the University of Edinburgh, a visit to a working farm, a visit from Zoolab, a visit to the Queensferry Crossing, a visit to Vogrie Park and a marine engineering workshop
- Participating in Authors Live events
- Cultural events such as visiting The Lyceum's costume store, attending a theatre performance of The Arabian Nights, gallery visits and participating in the Into Film festival
- Arts events such as visits to Edinburgh's galleries and a workshop at Jupiter Artland
- Planning a retirement tea party for a member of staff
- Pupil Council meetings
- A wide-ranging programme of outdoor education including archery, climbing and abseiling, karting, trampolining, fishing, cycling and putting
- A social morning for pupils during the holidays
- Social activities such as a trip to the skating rink at Edinburgh's Winter Wonderland, a games and pizza evening and end-of-term bowling
- A one-night residential at Glencoe
- Bronze and Silver Duke of Edinburgh Award

Much more detail can be found about these and other activities in which our pupils have participated on the school website.

SELF-EVALUATION AND CAPACITY FOR CONTINUOUS IMPROVEMENT

The school has a robust self-evaluation process involving every member of staff. The annual whole-school evaluation takes place in May, using the HMIE document ***How Good is our School? (4th Edition)*** and the National Improvement Framework priorities and key drivers.

This year, our self-evaluation focused on the following quality indicators from ***How Good is our School? (4th Edition)***:

QI 2.4: Personalised Support

QI 3.2: Raising Attainment and Achievement

QI 3.3: Increasing Creativity and Employability (focusing particularly on employability)

We also actively engage all staff, pupils, parents and stakeholders in our evaluation process through:

- Feedback from the pupil council which meets monthly
- Questionnaires issued to staff, pupils, parents and stakeholders
- Feedback from staff reviews

Together, these self-evaluation tools help us to identify areas of strength and areas for development in teaching and learning across the school.

The questionnaires highlighted the following as areas of key strength:

- **Positive, nurturing relationships across the school**
- **Young people's attainment and achievement in the senior phase**
- **Positive and open relationships with parents and carers and other professionals**
- **Provision of opportunities to participate in activities and experiences which lead to wider achievement**
- **Committed staff who always consider the needs of the young people and how to help them**

Any comments and suggestions made by staff, parents, pupils or other professionals about how we might make further improvements are prioritised and addressed at a series of staff meetings, where all members of staff can contribute to discussion. These discussions also help to inform the School Improvement Plan.

A brief summary of this session's evaluation can be found below:

SELF-EVALUATION AND CAPACITY FOR CONTINUOUS IMPROVEMENT

QI	Areas of Strength	Areas for Development
<p>2.4 Personalised support</p>	<ul style="list-style-type: none"> • Key strengths are our tutor system, small class sizes, Support for Learning (SfL) and individual support when needed, so all pupils benefit from high quality support for both education and health and wellbeing • Learning is largely individualised; pupils can work at their own level and their own pace and therefore do not miss out on any of their education and learning • Barriers to learning are discussed regularly and there is a solution-focused approach to minimising the impact of these - from understanding the particular challenges faced by individuals with an ASD diagnosis to supporting a pupil with dyslexia, or building confidence and filling gaps in learning when a pupil has been out of school for some time, or dealing with the impact of poor mental health • There is a commitment to ensure pupils achieve their potential; exams and qualifications are available to all. They continue to work towards qualifications even in the event of absence or poor mental health which would perhaps prevent them from being allowed to sit qualifications elsewhere and most pupils achieve qualifications that would not have been possible in mainstream • All pupils are assessed by SfL once they have settled at the school to identify needs and plan and share appropriate programmes of support • Teachers take account of additional background information provided e.g. from a pupil's previous school or from ASL • Pupil progress is discussed, and staff share strategies, both at staff meetings and on an ongoing day-to-day basis • The school is committed to working within Getting it Right for Every Child (GIRFEC) and all pupils have a named staff member who oversees their care and support and who develops good communication with families and other professionals • Meetings can be arranged quickly if necessary, and the pupil is at the centre of decision-making • Parents and carers are encouraged to be partners in their children's education - from daily contact to emailing/phoning/meeting for specific purposes depending on the individual pupil's needs • All pupils have at least one review meeting each year, but in reality, many pupils will have more than this, and pupils and parents/carers are an integral part of this process • We have good partnerships with Skills Development Scotland (SDS) and Edinburgh College as well as other organisations such as Broomhouse Cafe, Drake and The Lyceum • All tutors work collaboratively with all the professionals involved with a pupil and will pass on suggested strategies etc. from these professionals to the rest of the staff. When there is a gap in the curriculum, or a gap in support (i.e. around successful transitions) staff work to fill this • The school tracking form is used to demonstrate progress in learning, attendance, engagement etc. Tutors review progress with pupils when reports are issued twice a year, as well as meeting with pupils to create a Personal Learning Plan 	<p>Continue to build on collaborative work with other agencies such as The Lyceum and Drake, and with potential employers to ensure pupils have access to supported work experience</p>

SELF-EVALUATION AND CAPACITY FOR CONTINUOUS IMPROVEMENT (contd.)

QI	Areas of Strength	Areas for Development
3.2 Raising attainment and achievement	<ul style="list-style-type: none"> • All pupils who arrive at Dunedin are given opportunities to make progress and achieve in their learning, which, because of long periods out of school, they did not have previously • An audit of BGE Literacy, Numeracy and HWB has been completed and evidence is being collated to show attainment of levels in all subjects • Suggested areas for improvement in Literacy and Numeracy have been given to all staff for BGE pupils • Tracking forms provide evidence of a pupil's progress. These show that pupils are usually attaining appropriate levels but often demonstrate that pupils exceed the expectations set by their previous schools • The tracking forms also show how attendance for most pupils increases greatly at Dunedin compared to at their previous schools • The annual Dunedin School Report includes data which shows how far pupils have progressed since starting at Dunedin • Pupils' attainment in National Qualifications is very good • External verification reports provide evidence of teachers' clear understanding of standards and accuracy of professional judgement • Most pupils are successful in moving on to a sustained positive destination on leaving school • For those who are not able to move on to a positive destination immediately on leaving school, often as a result of mental health issues, support is put in place to help them move on when they are ready to do so • Most pupils are fully engaged in their learning and we work very hard with those who are not to help them to become fully engaged once they are ready • Teachers and pupils' tutors discuss a variety of possible learning pathways with pupils and try to agree the best learning pathway • Pupils are given regular access to the Careers Advisor from SDS • There is a raised awareness of the various pathways through DYW • By completing a CMS Profile, pupils identify their skills and are already discussing their career paths by S4 • Pupils are encouraged to have a say in the quality of their learning experiences and how the school can improve through end-of-year questionnaires and the pupil council • A robust admission process helps to ensure that the right pupils are placed at Dunedin, so exclusion is rare and inclusion is successful for almost all pupils • Pupils are encouraged to participate in the local community through the annual coffee morning, charity fundraising activities, DofE, Schools College Partnership, outdoor education, Gorgie Farm, Broomhouse Cafe, army cadets, The National Trust, work placements etc. 	<p>Consolidate the audit of BGE Literacy, Numeracy and HWB</p> <p>All teachers will also carry out an audit of their own subjects at BGE level to show coverage of Es and Os</p> <p>Increase staff confidence in making professional judgements based on the benchmarks</p> <p>There is a lack of post-school support which can be a barrier which affects pupils beyond school. Recent cuts in the Transition Team etc. have had a negative impact on the post-school opportunities for some of our pupils. A priority for next year is to look at how we can further support the transition process for pupils leaving Dunedin by working in partnership with other organisations</p>

SELF-EVALUATION AND CAPACITY FOR CONTINUOUS IMPROVEMENT (contd.)

QI	Areas of Strength	Areas for Development
<p>QI 3.3 Increasing creativity & employability</p>	<ul style="list-style-type: none"> • We have developed Career Management Skills (CMS) which reference skills for learning, life and work • All pupils have good access to IT and it is well used in the school. This has been identified as one of the top skills sought by employers • All pupils complete an annual CMS profile. A gap analysis is undertaken to identify skills which require further attention and opportunities are planned to fill these gaps • There is a rolling programme to address the gaps in pupils' CMS skills and which delivers their entitlement • There is a cross-curricular, whole-school approach to Developing the Young Workforce (DYW) • Pupils learn about work and the skills needed for work through PSE, My World of Work, CMS profiles and workplace visits • Work experience is much more flexible, targeted and individual and is more effective as a result • Individualised work experience placements are organised according to need and as and when appropriate • The pupils usually experience good, well planned and well supported work placements. We have become better at this in recent years • Pupils are well supported by staff before, and during, work placements, and information about specific needs is always shared well in advance 	<p>Continue to develop contacts with a wide range of employers who are willing and able to support pupils from Dunedin and who meet their needs and career aspirations</p>

SCHOOL PRIORITIES FOR 2018-2019

The whole-school evaluation process undertaken in May helps us to identify the school's improvement priorities for the next session, 2018-2019, which are as follows:

School Improvement Priority 1:	
Improving Moderation of the BGE	
Link to National Improvement Framework Priorities	Link to How Good is our School? (4th Edition)
Improvement in attainment, particularly in literacy and numeracy	Learning Provision - <i>2.3: Learning, teaching and assessment</i>
Target/Outcome/Desired Impact:	
All staff are confident in their own judgement about individual pupil levels of attainment, and this judgement is integral to planning and learning.	

School Improvement Priority 2:	
Ensuring sustained positive transitions	
Link to National Improvement Framework Priorities	Link to How Good is our School? (4th Edition)
Improvement in employability skills and sustained positive school leaver destinations for all young people	Learning Provision - <i>2.6: Transitions</i> Successes and Achievement - <i>3.3: Increasing creativity and employability</i>
Target/Outcome/Desired Impact:	
100% of pupils leave Dunedin with a positive, appropriate destination or plan, and required support is in place to sustain these destinations.	

STAFFING AND GOVERNANCE

Staff

Once again, we were fortunate to have a very settled year in terms of staffing. However, at the end of the year, we bade farewell to Campbell Paterson, who retired from his post as Support for Learning teacher. Pupils planned and organised a tea party in the school's grounds to say goodbye, and to wish him a happy retirement.

Our teaching assistant, Jen Hackland, also left in June to begin maternity leave. Chris Cartwright covers her post until she returns.

Governors

As always, we end by acknowledging how hard working and committed the governors have been since Dunedin became a charity in 2000. Their continued support for the staff, and of the school's ethos and vision in general, is crucial.

This year, two new governors joined the board - Fiona Ferguson and Rhona Trotter - both of whom have a background in education and a strong connection to the school, and make a very welcome addition to the team.

We are grateful for the support of all of our governors. Dunedin would not have reached this point, and would not continue on its journey, without them.