

Dunedin School Standards, Quality and Improvement Plan 2021-22

Welcome to the Dunedin School Standards, Quality and Improvement Plan. This document is to inform you of the progress we have made with our Improvement plans, and define our priorities for the coming year. In this report, we will explain our evaluation process and how this has led to improvements for our young people, we will outline our improvement plan, and we will share with you the achievements, experiences and positive transitions of our pupils.

THE SCHOOL IN CONTEXT

Dunedin is a small, independent school situated in Cameron Toll in Edinburgh. We can enrol up to 21 pupils, who might come to us at any stage in their secondary school career, and from anywhere across Edinburgh and the Lothians. Pupils may be placed with us privately, by parents/carers, or by a local authority. We often refer to ourselves as a “second chance” school. Not everyone thrives in a mainstream setting, and Dunedin offers a very nurturing and supportive alternative for young people who, for a variety of reasons, have usually spent a significant period of time out of education.

THE AIMS OF THE SCHOOL

- To enable pupils to re-engage with learning and experience a sense of achievement
- To create a welcoming, supportive environment for pupils and their families
- To help pupils to develop self-respect, self-confidence and a sense of self-worth
- To foster in pupils mutual trust and tolerance of others
- To encourage enjoyment in learning
- To provide a broad curriculum which is flexible and individual
- To motivate pupils to aspire to their full potential
- To support pupils to move on from school to a positive destination of their choice

CHILD PROTECTION AND SAFEGUARDING

Dunedin School has a rigorous child protection policy in place to safeguard and promote the welfare of our pupils, and every member of staff must sign a Child Protection Code of Conduct on an annual basis. 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.

How do we evaluate ourselves?

At Dunedin, we evaluate our performance and progress in several ways. Each year, staff, pupils, parents, partners and stakeholders are asked to complete a questionnaire where they can indicate what they believe are the strengths of the school and where they think we could make improvements. The staff also all contribute to our Whole School Evaluation process (WSE). This consists of us evaluating how well the school performs against the quality indicators outlined in ‘How Good is our School?’ (HGIOS?4), a document provided by Education Scotland designed to support self-evaluation and school improvement. Last year,

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we also spent some time during an in-service day discussing what an 'ideal' Dunedin might look like.

We then meet to discuss the issues arising from the different evaluations, and we create a 'School Improvement Plan' (SIP) for the coming year. All members of staff contribute to this plan and work collaboratively to achieve it, and it is evaluated regularly throughout the year. You can find the SIP for last year, and the priorities for this year at the end of this report.

How can we ensure Quality Assurance?

All teachers at Dunedin have responsibility for their own subject. We engage in professional dialogue within 'clusters' of teachers, locally or nationally, who teach the same subject as us. This enables us to share good practice and keep up-to-date with any subject developments. Within school, we take part in verification and moderation events, and every teacher is supported by their PRD (Professional Review and Development group). These groups meet throughout the year so each teacher can discuss their professional self-evaluation, ask for guidance with any concerns, and celebrate achievements. Every member of staff takes part in Continuous Professional Development to ensure that our standards and practice are continually improving.

Evaluation for Dunedin School 2021-22

The tables below show how we have evaluated Dunedin against the following Quality Indicators from HGIOS?4:

- 1.3 Leadership of Change;
- 2.3 Learning, teaching and assessment;
- 3.1 Ensuring wellbeing, equity and inclusion,
- 3.2 Raising attainment and achievement
- 2.2 The Curriculum
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We have also worked towards the requirements of the National Improvement Framework (NIF). The NIF strategic priorities are:

- improvement in attainment, particularly in literacy and numeracy;
- closing the attainment gap between the most- and least-deprived 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;

Where we have met the NIF strategic priorities, they have been highlighted in the relevant colours

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1.3 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*

How are we doing?

All staff have consistently high expectations of all learners. Learners know that our expectations of them are realistic and achievable.

Pupils, parents, partners and staff are all involved in the ongoing review of the vision, aims and values of the school.

All staff are committed to change which results in improvements for learners.

All staff are clear on the school's strengths and areas for development based on a range of evidence. This is used to create a clear rationale for future improvements.

All staff are involved in the process of change and in evaluating the impact of improvements. This is supported by carefully planned individual and collective career-long professional learning.

How do we know?

Our young people filled in a questionnaire where nearly all our young people indicated that they felt they were making good progress. The young people also achieved very good results with their qualifications last year

Close communication with parents and partners, questionnaires for parents and partners. Daily involvement of staff and pupils in discussions and decisions. Questionnaires for staff and pupils. WSE for staff. Regular staff meetings. Pupil council.

PRD process. Dip and SIP.

All staff contribute to, and have ownership of, the whole school evaluation process and the school improvement plan. The SIP is the result of a collaborative decision and is the responsibility of all.

All staff take part in the PRD process. They have access to a variety of CPD opportunities and are encouraged to pursue the areas that interest them most

What are we going to do next?

A SIP priority for 2022-23 is to explore ways to better resource the school. This will, hopefully, result in a more coherent evaluation process and will also relieve staff of excess responsibilities so that they can be fully committed to make changes that will result in improvements for learners.

What is our capacity for continuous improvement?

As this is a SIP priority, and as all staff have the opportunity to contribute to this, our capacity for continuous improvement is good.

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2.3 Learning, Teaching and Assessment

- *Learning and engagement*
- *Quality of teaching*
- *Effective use of assessment*
- *Planning, tracking and monitoring*

How are we doing?

The learning environment at Dunedin is positive, nurturing and personal which leads to high quality outcomes

Young people exercise choice, including the appropriate use of digital technology

Young people receive immediate feedback. Assessment approaches are matched to the learning needs of learners and are used to support them to demonstrate where they are in their learning

Learners' achievements in and out of school are recorded and recognised. They understand how these achievements help them develop knowledge and skills for life, learning and work.

How do we know?

We have clear evidence that our young people are appropriately challenged and engaged. Whether it as a young person achieving a Higher qualification in S4, or a non-reader having access to, and achieving, challenging work at BGE and NQ levels, all our young people are encouraged and enabled to be successful learners

All our young people have a school laptop and, in many subject areas, have ownership of their choice of topic and how to present their work.

Assessment happens on a daily basis. The one-to-one nature of teaching at Dunedin, feedback is continuous and immediate. The nature of teaching, assessment and reporting at Dunedin means informing next steps in learning is highly individualised.

Celebrating achievements - DYW group organise opportunities to develop Skills for Learning Life and work and make the links, e.g. Escape Room activity

What are we going to do next?

Areas for development have been identified: We want to provide more opportunities for our young people to take active roles (including leadership). We could do more to celebrate our young people's achievements in and out of school.

What is our capacity for continuous improvement?

Our mission, every day, as a school is to provide a nurturing, positive environment where each young person can learn in their own way, at the pace that suits them best, to achieve their potential. Consequently, our capacity for improvement is very good.

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3.1 Ensuring Wellbeing, Equality and Inclusion

- *Wellbeing*
- *Fulfilment of statutory duties*
- *Inclusion and equality*

How are we doing?

All stakeholders promote a climate where our young people feel safe and secure, where they feel listened to and are able to discuss sensitive aspects of their lives

The whole learning community has a shared understanding of wellbeing and the children's rights. All staff and partners are sensitive and responsive to the wellbeing of each individual child

All staff and partners model behaviour which promotes and supports the wellbeing of all

Outdoor spaces are used effectively to promote positive relationships and wellbeing. Staff take account of research linking benefits of outdoor learning and green space with wellbeing

Young people are knowledgeable about equalities and inclusion. They feel able to challenge discrimination, xenophobia and intolerance when they come across it

How do we know?

The tutor system gives all young people a personal tutor, with whom the pupil and their family build a strong relationship. The tutor acts as a guidance counsellor for the young person

Wellbeing, equality and inclusion are the essence of the ethos of Dunedin. Where there is uncertainty, we would refer to the legislative framework, e.g. trans pupils, and children with allergies, etc.

Staff keep each other aware of the needs and issues of each child at staff meetings and through documentation. As staff members, we support each other

Our young people take part in regular walks and activities. The Eco School programme has made effective use of the school garden. Individual subjects make use of the outdoor opportunities as part of their lessons. During activity weeks, there are trips to a variety of outdoor spaces, e.g. the beach, farms, woods, and rivers

These issues are raised, explored and discussed in PSE lessons, and in particular subject areas

What are we going to do next?

Continue to focus on the well being of every young person at Dunedin, communicating with parents and other agencies where necessary, and making sure every child is included.

What is our capacity for continuous improvement?

This is the ethos of our school. We apply ourselves daily to the removal of barriers to learning, and promoting equality and inclusion throughout the school, so our capacity for improvement is good

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2.2 The Curriculum

- *Rationale and design*
- *Development of the curriculum*
- *Learning pathways*
- *Skills for learning, life and work*

How are we doing?

Staff work collaboratively to design and agree the curriculum in line with government guideline

We try to meet the needs/interests of our young people by responding to requests/suggestions about our curriculum

All staff and partners are ambitious and expect high levels of attainment and achievement for all learners.

There is a clear focus on developing skills of literacy, numeracy, health and wellbeing, creativity, digital and employability skills in a progressive way across the curriculum. Learning for sustainability is embedded across our curriculum.

Our curriculum has a strong focus on developing the skills our young people need in the world of work. We make our children and young people aware of a range of careers and the skills required for them. We challenge gender stereotypes within careers

Outdoor learning is a regular, progressive curriculum-led experience for all learners.

How do we know?

Creative approaches to curriculum design – i.e. made adaptations for physics and games development. We have involved school college partnerships to challenge pupils and introduce them to other subjects of interest.

Pupils have been able to take qualifications at all levels, including at Advanced Highers in some subjects.

These skills are addressed in department plans and whole school projects, e.g. Fair Trade chocolate and farming project.

Lifeskills and PSE programmes cover the young people's journey through Dunedin School Sustainability has been, and continues to be, a SIP priority.

Developing skills for the world of work is an area of strength at Dunedin. We employ a Transition co-ordinator; Schools' College Partnership; SDS Coach; DYW embedded in life skills; Pupil Profiles

We have a varied and exciting programme of outdoor education throughout the year, with a particular focus in the summer term

What are we going to do next?

Time has not protected for professional learning and collegiate working to develop the curriculum, and this is going to be difficult to address due to restriction of resources

What is our capacity for continuous improvement?

We are addressing how best to resource the school in our current SIP, so staff will ultimately have more time for professional learning and collegiate working to develop the curriculum. Meanwhile, we continue to create curricula appropriate to the particular needs of our young people.

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Added Value: Extra-curricular Activities

At Dunedin, we are able to meet the NIF priorities through our extensive programme of extra-curricular activities and outdoor education. These outings are important for our pupils in many ways; as well as experiencing life and learning outside home and school, they have the chance to practice their social skills, they learn how to use public transport, they become fitter and healthier, and they have a lot of fun. These outings also strengthen pupil/staff relationships which helps us to give the pupils the pastoral care and guidance that they need during their time at Dunedin.

Weekly activities included: badminton, horse-riding, swimming, walking, and going to the gym. Some of our young people took part in practical music sessions run by Drake Music, where they were able to create real music and work as part of a team.

We were able to take our young people on several trips throughout the year, including: coasteering, a trip to an Alpaca farm, a trip to the zoo to learn about conservation, a Fairtrade workshop at a 'Chocolatarium', a William Morris exhibition, Van Gogh experience, a picnic at the Botanics, Museum trips, Gladstone Land, an open-top Edinburgh bus tour, and an Escape Room adventure. Wherever possible, we use public transport for our trips to increase the independence and confidence of our young people.

Thirteen pupils joined 5 staff on the 3-day school residential trip to Glencoe at the beginning of June. Pupils took part in activities including gorge walking, outdoor rock climbing and tubing. They stayed in a youth hostel, where part of the experience was that pupils needed to help cook and do the dishes!

The highlight of the year, as always, was the two-week outdoor education programme. The young people had a tremendous time with activities such as 'Go Ape', Go-karting, archery, paddle boarding, a trip to the cinema, putting and the annual 'beach day' at Seacliff beach (it NEVER rains!).

As you can see, it has been a very busy year!

Achievements and Transition

Further evidence that the school is meeting the NIF priorities can be seen in the fantastic array of qualifications that our young people achieved, and in their transition to positive destinations. The qualifications are presented in the tables below:

Units Gained:

	S2	S3	S4	S5	S6	Total
National 2 Units						
National 3 Units			3	5		8
SCQF Level 3 Units					3	3
National 4 Units			127	49	3	179
National 5 Units			6	27	1	34
Higher Units				29	11	40
Advanced Higher Units				1		1
Total Units			136	111	18	265
Number of Pupils Entered			6	9	2	17

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Exam Qualifications Achieved

Qualification	Achievement	S2	S3	S4	S5	S6	Total
National 2	Award						
National 3	Award			1	2		3
SCQF Level 3	Award					1	1
National 4	Award			33	11	1	45
National 5	A Grade			1	5		6
	B Grade			1	1		2
	C Grade						
	D Grade			1	1		2
	No Award						
Higher	A Grade				9	3	12
	B Grade				2		2
	C grade					1	1
	D Grade				1		1
	No Award						
Advanced Higher	A Grade				1		1
Total Number of Qualifications				37	33	6	76
Number of Pupils Entered				6	9	2	17

For some, these qualifications have opened up opportunities to move on to university and college, while for others, they are an important step in showing them what they can achieve. We are incredibly proud of them all. These pupils have suffered considerable disruption because of the pandemic, and their success is a result of their determination and effort, and is thoroughly deserved.

Transition

Of our 6 leavers last year, 2 went on to 6th form in mainstream schools, with a view to going to university, 1 went to study a HND at college, and 3 went on to pursue independent skills with Activity Agreements. We are immensely proud of all our young people, who deserve the best life experience possible.

Attendance

For the 2021-22 school year the average attendance figure was 86%. This represents a significant increase over the previous year which had an average of 78%, and the year before with an average of 73%. Most of our young people have struggled for a long time with attending education, so this is very pleasing evidence of progress.

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School Improvement Plan (SIP)2021-22

Below is our evaluation of our progress against the improvement plan priorities 2021-22

<u>School Priority 1:</u> The Staff Team: ways to better manage each other in a flat management system; How to ensure a fair allocation of tasks, and how can we make sure that members of staff are in the most appropriate working groups	
<u>NIF Priority/ Driver:</u> <ul style="list-style-type: none">• Teacher Professionalism• School Leadership• School Improvement	<u>HGIOS4 Qis:</u> <ul style="list-style-type: none">1.3 Leadership of change1.4 Leadership and Management of staff
<u>Progress:</u> <p>We created a document: 'Tasks Involved in the Management of Dunedin School' (aka 'The Domesday Book') to enable smooth succession planning, and to ensure fair distribution of tasks. Tasks were divided up according to the frequency they need carrying out and according to the weight of responsibility involved. This document was then shared with staff for them to choose which tasks they would be willing to do. The tasks were then allocated to staff as fairly as possible.</p>	
<u>Impact:</u> <ol style="list-style-type: none">1. Staff can fulfil their roles knowing that responsibility and workload has been shared proportionately. Staff are able to opt out of existing roles as well as opt in to new roles.2. Clear management procedures ensure staff can support each other and fulfil their own roles, enabling them to access relevant help/support to do their job effectively. A clear overview of succession plans can be viewed for key roles.3. When any situations arise concerning management of staff or individual duties (including performance), they are resolved using clear procedures	
<u>Next Steps:</u> <ol style="list-style-type: none">1. Staff will transition from their existing responsibilities to their new ones throughout the year. They will need to liaise with the existing owners of these responsibilities, and the new owners.2. The staff responsible for Team Management will monitor the progress of transition and make sure that members of staff are happy with their choices, ask what alterations need to be made, ensure that no responsibilities have been omitted, etc. The whole staff will review progress of this transition termly at staff meetings, or as often as required.3. Staff will update 'Tasks Involved in the Management of Dunedin School' annually, or whenever needed, to ensure the smooth transition of tasks with minimum disruption to the school	

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School Priority 2: Sustainability:

Learning and Teaching

- Identify what learning for sustainability means to us and for us
- Create an understanding/awareness of the 17 sustainability goals and how we can start to make a workable contribution towards some of these goals within our own context and community

School Management/Business

- Evaluate our practices at a school management/business level and consider how we might act in greater accordance with the principles of sustainability

NIF Priority/ Driver:

- Improvement in attainment, particularly in literacy and numeracy
- Improvement in employability skills and sustained, positive school-leaver destinations for all young people
- Teacher professionalism
- School Improvement

HGIOS4 Qis:

1.2: Leadership of Learning

Staff work collaboratively to strengthen their understanding and implementation of key national policies including...Learning for Sustainability

2.2: Curriculum

Learning for Sustainability is embedded across our curriculum

2.7: Partnerships

The school engages effectively with partners to promote a coherent whole school approach to learning for sustainability

Progress:

Pupils took part in sustainability workshops where they were introduced to the 17 goals through the lens of the Eco Flag initiative.

Sustainability has been included in each department improvement plan so that it can become embedded in the culture and curriculum of the school

Impact:

1. An audit of single use plastic bottles has been carried out and staff and pupils are encouraged to use reusable water bottles.
2. A video of how to make a wax wrapper has been made and will be on the blog.
3. The Eco Board has been created outlining the three Themes and Action Points (i.e. 1) Waste Minimisation (Single use plastics and Recycling Computers) 2) Biodiversity (Increasing Bird boxes and Wild flowers in new planters) 3) Litter Reduction (Improving local area recycling and reduction litter near school area).
4. Joined with staff at Cameron Toll for a litter picking event
5. School Garden has insect hotels, bird boxes and vegetable beds for the pupils to make use of

Next Steps:

1. Sustainability has been carried forward to the next SIP
2. Work towards running the school as a sustainable business
3. Engage with community projects and parental links
4. Make good use of outdoor learning
5. Continue to embed sustainability throughout school curriculum

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SIP Priorities for 2022-23:

Priority 1.1 Cross Curricular focus on Literacy and Numeracy.

- a. *Look at different ways of doing it*
- b. *Might include – outdoor ed.*
- c. *Will include listening and talking opportunities for pupils. Structured ideas and programmes needed to support this.*

Priority 1.2 How we operate as a school.

- a. *Non-teaching workload for teachers and how to manage and resource this*
- b. *Allocation of current resources*
- c. *Learners at the centre*
- d. *Role and use of Classroom Assistants*
- e. *Fairer way to pay for non-teaching work*

Priority 1.3 WHOLE SCHOOL ASPIRATIONAL IMPROVEMENT - ITEM 1.3 Sustainability

- a. *Carry forward current SIP targets*
- b. *Running the school as a sustainable business*
- c. *Community projects and parental links*
- d. *Outdoor learning*
- e. *Travel*
- f. *Embedding across all areas of the curriculum*

AREAS FOR IMPROVEMENT ACTION PLAN 2022-23 (AIAP)

	Action	Linked to	By when	Status	Completed/ impact
1.	Plan and manage implementation and updating GDPR policies. Plan and manage technical changes to meet GDPR	1.1 1.3	Carry forward to 2022/23	Policy review unfinished.	Technical updates complete: Server, laptops, desktops, application software & operating systems all updated.

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2.	Plan and manage updating of FOI	1.1 1.3	End of 22-23	Policy updates unfinished.	
3.	Plan and manage updating of IT policies	1.1 1.3	End of 22-23	Policy updates unfinished.	
4.	Develop strategies for Social Skills				
5.	Recording of pastoral concerns and incidents for sharing				
6	Professional learning on Trauma informed practice		Feb In-service		
7	Review of the Young Persons Guarantee and incorporating it into our provision	2.6	May 23		