

DUNEDIN SCHOOL

Delivers unique education to individuals

**STANDARDS, QUALITY
and
IMPROVEMENT PLAN**

2022-2023



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INTRODUCTION

Welcome to our Standards and Quality Report for session 2022-2023, and our Improvement Plan for 2023-2024.

This report is based on the evaluation activities we carry out throughout the year which involve staff, pupils, our families, and other professionals who work with us. This gives us a more rounded insight into how we are doing, and how we are meeting the needs of those we are most concerned about – our pupils.

We want to share with you the progress we feel we have made towards the improvement targets we set ourselves in summer 2022, and summarise the priorities we will be working on during the current session.

We also want to highlight and celebrate pupils' achievements, and remind you of the activities and experiences we have enjoyed with them over the past academic year.

Session 2022-2023 finally felt like a return to a more familiar way of life at school. Pupils were able to work towards qualifications with a greater sense of certainty than in the previous 2 years; we were able to plan and organise many more extra-curricular activities, and we held our first in-school parents' evenings since 2020.

It feels good to be able to welcome our families back.

We hope you find this report useful. However, if you have any questions about any of the contents, please, as always, get in touch with us.

Warmest Regards

Staff at Dunedin

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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.

The school is managed collegiately by a small team of subject specialists and non-teaching staff.

We often refer to ourselves as a “second chance” school. Not everyone thrives in a mainstream setting, and Dunedin offers a nurturing and supportive alternative for young people who, for a variety of reasons, have usually spent a significant period of time out of education.

Despite our size, we offer a broad curriculum, and pupils can work towards formal qualifications, where appropriate, as well as develop skills for learning, life and work through various extra-curricular trips and activities which are organised throughout the year.

Our first priority is the wellbeing of our pupils, and we try to remove as many of the barriers to learning they may have previously experienced as we possibly can. Our approach is gentle, and more informal and flexible than may be possible in most mainstream settings. By this means, we encourage pupils to re-engage with education, and to feel a sense of belonging in a school where they are valued for who they are, and where they are encouraged and supported to realise ambitions and aspirations.

THE AIMS OF THE SCHOOL

- To create a welcoming, supportive environment for pupils and their families
- To enable pupils to re-engage with learning and experience achievement
- To improve life chances and positive outcomes for our pupils
- To encourage enjoyment in learning
- To provide a broad curriculum which is sufficiently flexible to cater for individual needs and interests
- To encourage respect for oneself and for others
- To encourage self-confidence and a sense of self-worth
- To foster in pupils mutual trust and tolerance of others
- To encourage aspiration and ambition
- To support pupils to move on from school to a positive and sustainable 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. Our policy is informed by the National Guidance for Child Protection in Scotland 2021 - Updated 2023. Staff undertake annual training, organised by our child protection lead and deputy, who also work closely with a member of the Board of Governors who has responsibility for Child Protection and Safeguarding. If you have any questions about child protection and safeguarding please get in touch.

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 Professional Review and Development (PRD) 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 career-long professional learning to ensure that our standards and practice are continually improving.

HOW WE EVALUATE OURSELVES

The school's evaluation process involves every member of staff. The annual whole-school evaluation takes place in May, using ***How Good is our School? (4th Edition)***, a document provided by Education Scotland and designed to support self-evaluation and school improvement.

In addition, staff, pupils, parents, partners and stakeholders are asked to complete questionnaires where they can indicate what they believe are the strengths of the school and where they think we could make improvements.

Planning for improvement also - and importantly - considers the school's own particular context, and (especially) the needs of our pupils.

Staff discuss emerging ideas from these different evaluations, and use these, along with the **National Improvement Framework** (see below), to identify areas of strength and areas for development in teaching and learning and the care of our pupils. This allows us to set our priorities for improvement, which are then written up as our school improvement plan. 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 details of the school improvement plan for session 2022-2023, and an outline of our improvement priorities for 2023-2024, later in this report.

THE NATIONAL CONTEXT FOR EVALUATION

In addition to the evaluation we undertake above, Dunedin, like all schools in Scotland, must work towards achieving the Scottish Government's improvement priorities which are set out in **The National Improvement Framework (NIF)**.

The National Improvement Framework was launched in 2016 and is reviewed annually. It is an important document for all schools in Scotland as it sets out the Scottish Government's vision to achieve excellence and equity for all learners and to close the attainment gap.

It currently sets out five key priorities that everyone in Scottish education should be working towards:

- Placing the human rights and needs of every child and young person at the centre of education
- Improvement in children and young people's health and wellbeing
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in skills and sustained, positive school-leaver destinations for all young people
- Improvement in attainment, particularly in literacy and numeracy

The Framework also identifies six key drivers of improvement:

- School and early learning and childcare leadership
- Teacher and practitioner professionalism
- Parent/Carer involvement and engagement
- Curriculum and assessment
- School and early learning and childcare improvement
- Performance information

The National Improvement Framework sits alongside **Curriculum for Excellence (CfE)**, **Getting It Right for Every Child (GIRFEC)**, and **Developing the Young Workforce (DYW)**, which are the three supporting pillars of the Scottish education system.

OUR EVALUATION FOR SESSION 2022-2023

The questionnaires completed by staff, pupils, our families and other professionals who work with us, highlighted the following as areas of strength:

- **Support for pupil wellbeing**
- **Communication between school and home**
- **Reporting on progress**
- **Support for transitions**
- **Pupils feel safe and cared for, and staff encourage them to do their best**

Most pupils last session felt able to attend their planning meetings, though many find the prospect challenging. We are encouraged by the fact that almost all felt they could share their views and opinions with a member of staff before the meeting if they felt they could not attend in person. We will continue to focus on ensuring our young people are fully included, and active participants in the discussions and decisions that affect their lives.

It is reassuring for staff to receive positive feedback, especially from pupils and families. But we know there are always things we can do better.

The Focus of our Evaluation for Session 2022-2023

Our in-school evaluation focused particularly on the following **HGIOS 4** quality indicators:

- **QI 1.3: Leadership of Change**
- **QI 2.1: Safeguarding and Child Protection**
- **QI 3.2: Raising Attainment and Achievement**

You will find a summary below of our evaluation against each of these quality indicators.

OUR EVALUATION FOR SESSION 2022-2023

<p>Area of Evaluation: QI 1.3 - Leadership of Change</p> <ul style="list-style-type: none"> • Developing a shared vision, values and aims relevant to the school and its community • Strategic planning for continuous improvement • Implementing improvement and change 	
Areas of Strength	How do we know?
<p>We are committed to ensuring that we achieve the highest possible standards and success for all learners. The vision of the school is ambitious and focuses on improvements in outcomes for all.</p> <p>All staff show commitment to shared educational values and professional standards; all teaching staff regularly reflect on, and show commitment to, the shared values as embedded in the GTCS standards</p> <p>Pupils, parents, partners and staff are all involved in the creation and ongoing review of the vision, aims and values of the school. 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.</p> <p>All staff are clear on the school's strengths and areas for development.</p>	<p>Staff evaluation demonstrates that pupils are at the centre of all we do at Dunedin School.</p> <p>Our tracking and monitoring systems demonstrate that the learning experience is almost immediately improved for our pupils when they arrive at Dunedin. Most had greatly-reduced attendance in mainstream; attendance is high on the whole at Dunedin (averaging 86% in session 2022-2023). Pupils are able to re-engage with a broad curriculum when they attend Dunedin. Previously, most have had limited access to the curriculum, and to opportunities to pursue qualifications.</p> <p>Every young person at Dunedin is encouraged to aim high. All pupils are able to achieve qualifications, from N2 to Higher. Freestanding units and National Progression Awards are also available. Pupils are given the time they need to re-engage with the curriculum and develop skills and subject knowledge they have previously missed out on, at a pace that is appropriate to them, and intended to build confidence.</p> <p>Our SQA results are clear evidence of achievement.</p> <p>Our tutor system ensures pupils have someone who is responsible for their wellbeing and attainment.</p> <p>We are committed to the principles of DYW and engage all pupils, from S1, in identifying skills and qualities and how these might be valued in the workplace.</p> <p>We have a dedicated Transitions Co-ordinator to work with and support pupils in their final year to ensure plans are in place to enable them to move on to a positive destination or access appropriate supports after school. Almost all pupils move on to a positive destination; when a young person needs additional time to take their next steps, the transitions co-ordinator remains in touch to facilitate the transition to other supports.</p> <p>All pupils and their families are invited to an annual planning meeting from which an individual action plan is created. Pupils in their final year have 3 planning meetings throughout the year to prepare for transition.</p> <p>Staff evaluation demonstrates shared vision, aims and values which is embedded in day-to-day practice. The vision is our reason for existing, and the reason why most staff work at Dunedin.</p> <p>All staff participate in a robust but supportive PRD process, validated by GTCS, in which they engage with the Professional Standards and agree areas for development and career-long professional learning needs.</p> <p>Our collaborative management approach allows everyone to contribute to the wider school. It encourages robust discussion and debate as well as consensus. We have an "open door" policy for parents and carers and our tutor system fosters close working relationships with our families.</p> <p>Annual staff, pupil and family questionnaires inform our cycle of evaluation and improvement planning.</p> <p>All staff are encouraged to undertake career-long professional learning to support improvement and development at a personal, departmental and whole-school level.</p> <p>The collaborative approach to evaluation and improvement planning, as well as regular staff meetings, helps everyone to understand where our strengths and areas of development are.</p>
<p>Areas for Future Development:</p> <p>Ensuring our vision, values and aims are visible and reach a wider audience</p> <p>Strategic direction (as a business as well as a school) and pace of change and decision making</p> <p>Increasing parental involvement in improvement planning</p> <p>Increasing time for practitioner enquiry, reflection on pedagogy and critical and creative thinking</p>	

OUR EVALUATION FOR SESSION 2022-2023

Area of Evaluation: QI 2.1: Safeguarding and Child Protection	
<ul style="list-style-type: none"> • Arrangements for safeguarding, including child protection • Arrangements to ensure wellbeing • National guidance and legislation 	
Areas of Strength	How do we know?
Senior leaders responsible for safeguarding are clear about the expectations of their role, and provide good support and direction for staff	A recent changeover of staff responsible for safeguarding has provided further opportunities to scrutinise roles, systems and procedures. This has led to additional training and improvements in reporting and recording.
Robust arrangements are in place to ensure that all staff (including volunteers and partners) are aware of their responsibilities in relation to child protection and equality policies and procedures	Safeguarding leads organise annual training for all staff and regularly share updates. They oversee safeguarding procedures in the recruitment of new staff and volunteers. Several staff have undertaken “Safer Recruitment” training.
The curriculum effectively promotes safeguarding and wellbeing across all stages, taking good account of the context of the school	Our tutor system, small class sizes, and ethos of nurture and support mean the wellbeing of pupils is prioritised. All pupils have access to a named person to help them who they can discuss personal issues, concerns and complaints with, whenever they want to. Safeguarding and wellbeing is promoted in PSE. Pupils have access to safe spaces in the school, to support wellbeing, to eat etc. Pupils are encouraged to be active participants in YPPMs to ensure their voice is heard and views acted upon. Pupils are supported to implement their plans.
Unexplained, regular or long-term absence is supported through a range of approaches and strategies	Because of the size of the school, and the tutor system which allows us to work in partnership with families, any concerns around attendance are acted upon promptly. Most pupils arrive at Dunedin with experience of low or no attendance, and our tracking and monitoring data demonstrates the improvement they make when they come to Dunedin. Tutors quickly identify and investigate any concerning absence and the reasons for it.
Child protection and safeguarding policies and procedures reflect current legislation and guidance. All policies and procedures are reviewed on a regular basis	Safeguarding leads attend regular professional learning, and are kept up to date with current legislation through SCIS. The Safeguarding and Child Protection Policy will be updated to take account of newly issued National Guidance in September 2023.
All child protection records are stored safely and securely ensuring all sensitive information is only accessible to relevant staff members.	Safeguarding leads have audited and improved procedures for securing sensitive information.
Areas for Future Development: Ensure all staff understand correct processes and procedures for reporting, recording and monitoring wellbeing and safeguarding concerns, and that this is consistent Staff (other than safeguarding leads) can access enhanced training	

OUR EVALUATION FOR SESSION 2022-2023

Area of Evaluation: QI 3.2: Raising Attainment and Achievement	
<ul style="list-style-type: none"> • Attainment in literacy and numeracy • Attainment over time • Overall quality of learners' achievement • Equity for all learners 	
Areas of Strength	How do we know?
<p>Almost all children and young people are attaining appropriate levels and a few have exceeded these</p>	<p>All pupils are re-engaging in education. Low or no attendance in a mainstream setting often results in a narrowing of the curriculum. Staff at Dunedin work towards reducing barriers to education, and providing more individualised support. In this way, pupils improve attainment – including in English and literacy and Maths and numeracy - and have opportunities to gain qualifications, to Higher level, in a wide range of subjects, as appropriate to the individual. Learning and teaching is flexible and adapts to the needs of the pupils.</p>
<p>All young people are successful in moving on to a sustained positive destination on leaving school.</p>	<p>The school's Transitions Co-ordinator begins working with senior pupils in their S5 and/or S6 year to deliver individualised support for moving on. This includes identifying areas for development in each pupil's independent living skills (e.g. independent travel), and working with pupils to create and deliver an appropriate individualised action plan. Pupils are also supported by the Transitions Co-ordinator to visit college campuses, attend School College Partnership courses and attend work shadowing or work experience. Pupils also meet regularly with the school's Skills Development Scotland link, and are timetabled for a bespoke Life Skills lesson once a week. Pupils in their final year have 3 planning meetings to ensure support is in place for moving on from school. This ensures every young person leaves with a positive destination, or other professional supports, in place. The Transitions Co-ordinator also supports all young people in the first few months after leaving school.</p>
<p>Children and young people are fully engaged in their learning and participate in decision-making about their learning pathways and future career aspirations.</p>	<p>Pupils identify targets in personal learning plans, and senior pupils make course choices at the end of S3. Timetabling is flexible enough to allow for changes in subject choice. All pupils are encouraged to attend annual YPPMs where they can participate in decision-making about future pathways and career aspirations. They participate in career management skills education throughout their time at Dunedin and all senior pupils have regular meetings with the school's Skills Development Scotland advisor, as well as the Transitions Co-ordinator.</p>
<p>The school empowers children and young people to have a say in the quality of their learning experiences and how to improve</p>	<p>Pupils have access to support from their tutor, with whom they can raise concerns about any aspect of their curriculum and/or learning experience. All pupils complete questionnaires as part of the school's evaluation process and these help to inform the school's improvement priorities. All pupils can attend Pupil Council meetings and are encouraged to do so.</p>
<p>Attendance levels are high and improving. Exclusion rates are low and inclusion is successful for all.</p>	<p>During session 2022-2023, average attendance was 86%, consistent with the previous year's average attendance. There were no exclusions</p>
<p>Areas for Future Development: Refocus attention on literacy and numeracy Continue focus on independent living skills, particularly those identified by pupils as areas for development Employ an additional Teaching Assistant Ensure pupils understand the levels at which they are working Ensure wider achievement is properly celebrated</p>	

OUR EVALUATION FOR SESSION 2022-2023

As part of our evaluation process, we also assess the progress we have made towards the improvement targets we set ourselves in the previous session. This is shown below:

School Improvement Priority 1: Reintroduce: 1) a cross-curricular focus on literacy and numeracy; 2) activities which will support pupils with skills for learning, life and work.	
Link to National Improvement Framework Priorities and Drivers	Link to How Good is our School? (4th Edition)
<ul style="list-style-type: none"> • <i>Improvement in children and young people's health and wellbeing</i> • <i>Closing the attainment gap between the most and least disadvantaged children and young people</i> • <i>Improvement in skills and sustained, positive school-leaver destinations for all young people</i> • <i>Improvement in attainment, particularly in literacy and numeracy.</i> <p>Driver:</p> <ul style="list-style-type: none"> • Curriculum and assessment 	<ul style="list-style-type: none"> • 2.2 <i>The Curriculum</i> • 3.2 <i>Raising Attainment and Achievement</i>
Target/Where we want to be (Outcomes focusing on learning, achievement and wellbeing): <ul style="list-style-type: none"> • Moving towards sustainable, whole-school experiences and initiatives which improve the richness and diversity of literacy and social activities • Pupils are given more opportunities to communicate what is going on in the school • We gain accreditation as a Reading School 	
<p>Action:</p> <ul style="list-style-type: none"> • DYW group to deliver a spoken communication workshop to all senior pupils in which they will work together, problem solve and deliver a presentation • Pupils to create content for the school's blog • Integrate social communication into workplace and other visits by supporting pupils to prepare open questions to encourage (naturally occurring) discussion • Encourage collaboration and discussion amongst pupils through one outdoor learning event per term • Research the possibility of delivering drama taster sessions • Remind staff of Listening and Talking Es&Os and incorporate these when appropriate and possible in subject lessons • Work towards Reading School accreditation • Organise a whole-school activity to promote Numeracy 	<p>Progress:</p> <ul style="list-style-type: none"> • Spoken Communication workshop successfully delivered. All senior phase pupils participated and delivered presentations • Pupils have written several posts for the school blog, describing trips and events • Pupils were able to engage in conversation and ask questions during a workplace visit to Zonal, and during a visit to Edinburgh College • Pupils engaged well with World Book Day activities, where we celebrated reading • Several pupils are choosing to read during lunchtimes, • Work towards Reading School accreditation is underway but needs to be carried forward
<p>Next Steps:</p> <ul style="list-style-type: none"> • Complete action plan for Reading School accreditation • Literacy and Numeracy to remain a focus for improvement 	

OUR EVALUATION FOR SESSION 2022-2023

School Improvement Priority 2: Consider ways to improve the operation of the school	
Link to National Improvement Framework Priorities and Drivers	Link to How Good is our School? (4th Edition)
Drivers: <ul style="list-style-type: none"> • <i>School and early learning and childcare leadership</i> • <i>Teacher and practitioner professionalism</i> • <i>School and early learning and childcare improvement</i> 	<ul style="list-style-type: none"> • <i>1.3 Leadership of change</i> • <i>1.4 Leadership and management of staff</i> • <i>1.5 Management of resources to promote equality</i>
Target/Where we want to be (Outcomes focusing on learning, achievement and wellbeing): <ul style="list-style-type: none"> • Classes are of a size and cohort that allows for the most effective teaching and learning • Teachers have a manageable workload • Tasks are resourced by staff with an appropriate skill set (and perhaps outsourced) • Admin staff are enabled to do their job more efficiently with clear guidance • The school is managed and guided through a time of change and transition • Tasks are progressed in a timely way 	
Action: <ul style="list-style-type: none"> • Consider appointing a Co-ordinator/HR/Business Co-ordinator/Bursar • Define list of non-management tasks that could be ascribed to this role. • Consider how we resource some of our non-teaching tasks • Consider better ways to resource our teaching/tutoring • Devise solutions to be voted on by staff 	Progress: <ul style="list-style-type: none"> • Proposed Co-ordinator/HR/Business Co-ordinator/Bursar role presented to staff • Specification for role created • Facilitated discussion on how to resource some non-teaching tasks • Facilitated discussion on how to resource teaching/tutoring • Role opened to staff • No member of staff applied for the new role
Next Steps: <ul style="list-style-type: none"> • Continue to monitor teaching and non-teaching workload • Monitor additional tasks matrix • Ensure all new staff have opportunities to take on additional responsibilities 	

OUR EVALUATION FOR SESSION 2022-2023

School Improvement Priority 3: Sustainability	
Link to National Improvement Framework Priorities and Drivers	Link to How Good is our School? (4th Edition)
<ul style="list-style-type: none"> • <i>Placing the human rights and needs of every child and young person at the centre of education</i> • <i>Improvement in children's and young people's health and wellbeing</i> <p>Drivers:</p> <ul style="list-style-type: none"> • <i>School and early learning and childcare leadership</i> • <i>Teacher and practitioner professionalism</i> • <i>Curriculum and assessment</i> • <i>School and early learning and childcare improvement</i> 	<p>Leadership and Management 2.2: <i>The Curriculum</i></p>
<p>Target/Where we want to be (Outcomes focusing on learning, achievement and wellbeing):</p> <ul style="list-style-type: none"> • Create school wide Eco Code and apply for Eco Flag • Develop Whole school Sustainability values • Reapply for Eco Flag 2023/24 	
<p>Action:</p> <ul style="list-style-type: none"> • New extension may have a grass roof garden or solar panels and improved energy efficiencies such as triple glazing • Food waste is composted and use of single plastics reduced • Biodiversity in the garden is given a high priority (e.g. wildflower garden; garden pond; red squirrel and bat nesting boxes) • Sourcing items for school that are locally produced and have a reduced carbon footprint • Energy efficiencies are factored into creating and maintaining heat within the building (e.g. self-closing doors; draught exclusion) • Grants are sourced to place car electric charging ports in or near the school grounds • Bike to Work schemes are introduced to Dunedin so staff and pupils may receive grant subsidies to purchase bikes • Continue liaising with Cameron Toll for ongoing litter picks. • Evaluate and identify areas for staff planning at a subject level and a whole school level for next year to help embed LfS in the culture and curriculum of the school. 	<p>Progress:</p> <ul style="list-style-type: none"> • The Eco Board has been updated to include our new Eco Code for Dunedin • Bird boxes and insect hotels have been built and installed in the garden • The garden also has a variety of vegetables and flowers grown by pupils • We have installed a composter for use by the gardeners and the pupils and staff • Pupils and staff have participated in two litter picks with representatives of Cameron Toll shopping centre • The Eco Flag has been awarded to the school
<p>Next Steps:</p> <ul style="list-style-type: none"> • Continue to embed LfS in the culture and curriculum of the school • Agree and set targets for 2023-2024 • Continue to source more sustainable school stationery/equipment etc. • Feed in to future discussions about sustainability of potential extension 	

SCHOOL PRIORITIES FOR 2023-2024

Whole-school evaluation helps us to identify the school's improvement priorities for the next session. From the questionnaires, evaluation of last year's improvement plan, and through whole-school discussion, we have agreed the following as our priorities for 2023-2024. Working groups will set clear targets and actions to achieve these, but relevant links to **HGIOS4** have been given below.

<p>School Improvement Priority 1:</p> <p><i>Review and Refresh the Curriculum with a clear focus on developing skills of literacy, numeracy, health and wellbeing, creativity, digital and employability skills</i></p>	
<p>Link to National Improvement Framework Priorities and Drivers</p>	<p>Link to How Good is our School (4th Edition)</p>
<ul style="list-style-type: none"> • Placing the human rights and needs of every child and young person at the centre of education • Improvement in children and young people's health and wellbeing • Closing the attainment gap between the most and least disadvantaged children and young people • Improvement in skills and sustained, positive school-leaver destinations for all young people • Improvement in attainment, particularly in literacy and numeracy 	<p>Learning Provision 2.2: <i>The Curriculum</i></p> <p>Successes and Achievements 3.2: <i>Raising Attainment and Achievement</i> 3.3: <i>Increasing Creativity and Employability</i></p>
<p>Target/Outcome/Desired Impact:</p> <ul style="list-style-type: none"> • It is clear how the unique features of Dunedin, and the needs of our pupils, inform the design of the curriculum • Outdoor learning provision is improved • The curriculum focuses on developing skills of literacy, numeracy, health and wellbeing, creativity, digital and employability skills across the curriculum • Learning for sustainability is embedded across our curriculum • Complete accreditation as a Reading School • Gain Rights Respecting School Bronze Award • Ensure pupils understand the levels at which they are working • Ensure wider achievement is visibly celebrated • Ensure time for practitioner enquiry, reflection on pedagogy and critical and creative thinking 	

SCHOOL PRIORITIES FOR 2023-2024

School Improvement Priority 2: <i>Ensuring Wellbeing, equality and inclusion</i>	
Link to National Improvement Framework Priorities and Drivers	Link to How Good is our School? (4th Edition)
<ul style="list-style-type: none"> • Placing the human rights and needs of every child and young person at the centre of education • Improvement in children and young people's health and wellbeing 	Learning Provision <i>2.1: Safeguarding and Child Protection</i> Successes and Achievements <i>3.1: Ensuring wellbeing, equality and inclusion</i>
Target/Outcome/Desired Impact: <ul style="list-style-type: none"> • Wellbeing is promoted across all aspects of the life of the school • Approaches to learning and teaching and the design of the curriculum promote resilience, and responsible citizenship • We are able to respond to the wellbeing of each child and young person • Relationships across the school community are very positive and supportive, founded on a climate of mutual respect within a strong sense of community, shared values and high expectations • Record keeping for all safeguarding matters is maintained to the highest standards • Gain Rights Respecting School Bronze Award • Ensure our vision, values and aims are visible and reach a wider audience • Enable staff to access enhanced training and professional learning where appropriate, including widening access to enhanced Child Protection training and Safer Recruitment training 	

School Improvement Priority 3: <i>Promoting Wider Achievement and Adding Value to Pupil Experience</i>	
Link to National Improvement Framework Priorities and Drivers	Link to How Good is our School? (4th Edition)
<ul style="list-style-type: none"> • Placing the human rights and needs of every child and young person at the centre of education • Improvement in children and young people's health and wellbeing • Improvement in skills and sustained, positive school-leaver destinations for all young people 	Successes and Achievements <i>3.1: Ensuring wellbeing, equality and inclusion</i> <i>3.2: Raising Attainment and Achievement</i>
Target/Outcome/Desired Impact: <ul style="list-style-type: none"> • Develop pupils' confidence, sense of responsibility and ability to contribute to the life of the school, the wider community and as global citizens. • Pupils achieve a range of skills and attributes through a wide range of activities and experiences in and beyond the classroom • Gain Rights Respecting School Bronze Award 	

ATTENDANCE, ATTAINMENT AND TRANSITION

Attendance

Overall, pupil attendance at Dunedin is high, and is one of the first clear indicators that our young people are committed to re-engaging in education. Most arrive at Dunedin having stopped attending mainstream altogether, or having only had access to a significantly reduced timetable on significantly reduced hours. That they increase their attendance so quickly at Dunedin is a real achievement they can be proud of. For session 2022-2023, the average attendance was 86

Attainment

The number of pupils at Dunedin in the senior phase (S4-S6) fluctuates every year, and sometimes throughout the year. Some of those pupils may not have arrived at the school until S3 or later. Despite this, all pupils can work towards qualifications, at a pace and level which suits them, and are supported to plan their transition from Dunedin.

In session 2022-2023, there were 15 pupils in the senior phase, and 5 pupils working within the Broad General Education phase.

All senior pupils were working towards a variety of units and course qualifications, from National 2 to Higher. Some S3 pupils also began, or continued, National Qualification work if they had been working towards units and qualifications before they arrived at Dunedin.

Between them, they achieved 168 Units, and 49 National Qualifications.

We see every result as a success for that individual pupil, each of whom is working to overcome their own personal barriers and challenges. Exams and qualifications can be gruelling at times, but we hope they see their results as worth the effort.

ATTENDANCE, ATTAINMENT AND TRANSITION

Transition

We are committed to supporting our pupils to make a positive transition on from school, and, though it can be a challenging and worrying time, we encourage them to embrace opportunities and experiences they can enjoy as young adults.

Supporting transition is very much a team effort, with Guidance Tutors, our Transitions Co-ordinator and careers advisor all working together to ensure positive outcomes. In 2022-2023, 3 transition planning meetings were held for each young person in their final year.

The Developing the Young Workforce group also organised and delivered a well-attended information evening for parents detailing the support for transition our young people can expect in their final year at school, as well as information about pathways.

We have a very well-established relationship with Skills Development Scotland, and Janice O'Brien, our link careers advisor, regularly met with senior pupils to discuss their next steps and the variety of pathways available to them. She also attended each of the 3 transition planning meetings held for each leaver, and supported them to complete applications for college if this was the route they had chosen.

Jenny Laing, our Transitions Co-ordinator, also continued to work with senior pupils. She created a personalised action plan with each leaver, and organised work place visits, work experience, shadowing and familiarisation visits to college. Jen continues to support our leavers for 2 months into the new session, to ensure the transition from school is established, and any new supports are firmly in place.

This session, our leavers moved on to a variety of destinations, including college creative courses run by alternative providers and programmes preparing for employment.

We wish all of our leavers every success, and look forward to future visits from them to hear about their continuing journeys.

HIGHLIGHTS OF PUPILS' EXPERIENCES AND WIDER ACHIEVEMENT 2022-2023

One of Dunedin School's priorities has always been 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.

These experiences are also vital in delivering aspects of the National Improvement Framework, particularly improvement in children's and young people's health and wellbeing, and developing employability skills.

Importantly, we have a lot of fun too!

Extra-curricular activities are free, and open to all pupils. The school is committed to removing the barriers which might prevent pupils from participating, as well as to gently encouraging them so that they develop the confidence to give new activities a go.

Residential

This year, we were particularly delighted to be able to deliver our most ambitious trip to date – a 2-day residential in London. This was a long-held ambition from pre-covid times. Finally, in June 2023, 5 members of staff and 11 pupils travelled by train to the UK's capital city to experience its culture and some of its most iconic sights. There were trips to the British Museum, The Tower of London, Buckingham Palace and the Houses of Westminster, as well as to Madame Tussaud's. Pupils coped well with travelling in and out of the city from their self-catering accommodation. This trip provided an excellent opportunity to develop essential life skills such as:

- Coping with being away from home and managing changes to routine
- Navigating busy and unfamiliar environments
- Planning and organising the day
- Managing social experiences such as cooking and eating together

It was a privilege to spend time away with such a wonderful bunch of young people and we hope it will be an experience they will never forget.

HIGHLIGHTS OF PUPILS' EXPERIENCES AND WIDER ACHIEVEMENT 2022-2023

Other Activities

We enjoyed many other activities and trips throughout the session, including:

- A programme of sporting and recreational activities for Tuesday and Friday afternoons, such as badminton, walking, horse riding, swimming and going to the gym
- Music sessions run by Drake Music, where pupils were able to create and record music and work as part of a team, with a performance in school for staff and pupils
- Workshops at the National Museum
- A workplace visit to Zonal
- A DYW work skills event at Edinburgh College
- A trip to, and guided tour of, Traquair House
- A trip to Edinburgh Zoo
- A tour and workshop at Surgeon's Hall
- A trip to Dynamic Earth
- A trip To Edinburgh Castle
- A whole-school cinema trip
- A whole-school trip to The Lyceum Theatre

These activities are not only fun, but help pupils develop many social and life skills, and encourage them to access spaces and amenities within their local community.

Whenever possible, we use public transport for our trips, to increase the independence and confidence of our young people, and to promote sustainable travel. Our Transitions Co-ordinator also supports pupils to apply for the young person's National Entitlement Card if they do not already have this.

STAFFING AND GOVERNANCE

Staffing

2022-2023 continued to be a period of change for the school. Three long-standing members of staff - Vicky Cole (History), Annie Lacey (Art and French) and Helen Oglesby (Maths) all retired, with the hope of finally finding time for their various creative pursuits – art, writing and violin-making amongst them. It was difficult to say goodbye to them, both for remaining staff and pupils. Their combined Dunedin experience runs into decades and their knowledge and wisdom will be missed.

However, we have also been very fortunate to recruit new staff who are bringing their own energy, ideas and enthusiasm to the school.

Governors

As always, we end by acknowledging our hard working and committed Board of Governors. They continue to support us in all sorts of ways, but the work they do is behind the scenes, and therefore not always visible to those who do not know them. Our Governors combine to provide financial, legal, business and educational knowledge and expertise and we are incredibly grateful for their continued support for the staff, and of the school's ethos and vision in general.