

DINGWALL ACADEMY

ESTABLISHMENT IMPROVEMENT PLAN 2022 - 2023



Whole School and Department Improvement plans are produced as part of our ongoing process of self- evaluation and improvement, they are also important in helping to manage workload.

The School Improvement Plan is reviewed on a termly basis. There is a further breakdown of targets, responsibilities and timescales posted on a whiteboard in the Head Teacher's office. This visual focus is referred to on an ongoing basis.

DIPs are completed using the format at the end of this whole school plan.



RESPECT – RESPONSIBILITY – HONESTY - DETERMINATION

Improvement Project 1: Promoting Positive Relationships and Setting Standards

Purpose:
 Post Covid, we need to return to our basic standards and values. This needs to be demonstrated through our Promoting Positive Relationships Policy, Pupil Voice and engagement with the wider community. We want pupils to feel safe and supported in their school, and for pupils and staff to set high standards and have high aspirations.

Priorities

<p>NIF Priority: Placing the human rights and needs of every child and young person at the centre</p> <p>NIF Driver: Teacher and practitioner professionalism</p>	<p>HGIOS/HGIOELC Quality Indicator:</p> <p>HGIOURS Theme: Our school and community</p>	<p>Highland Council Priority: We will raise attainment and achievement for all, especially for those children from disadvantaged circumstances including rural deprivation</p>	<p>GME Priority (for GME and Secondary): ES key message: Ethos</p>
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RESOURCES 	ACTIVITIES	EVIDENCE 	SHORT TERM IMPACT (weeks/months)	MEDIUM TERM IMPACT (months/years)	LONG TERM IMPACT (years/decades)
<ul style="list-style-type: none"> Time Research base Produce new PPR Policy Produce summary Dingwall Standard Rights Respecting School materials MVP Training MCR programme review DYW co-ordinator My Future, My Success programme Highland Absence Policy 	<ul style="list-style-type: none"> Staff workshops Staff meetings SEEMiS training Work with admin staff Pupil assemblies Information to parents Pupils produce standard Deliver MVP programme Review and relaunch wellbeing check in Review anti bullying policy Rights Respecting School 	<ul style="list-style-type: none"> PPR policy document Presentations from meetings and assemblies Feedback from pupils, staff and parents Referral data MVP numbers and feedback Intervention data 	<ul style="list-style-type: none"> We want our school to look and feel different. We want pupils to recognise the Dingwall Standard and what we mean when we refer to it. We want to see an immediate improvement in latecoming and standard of uniform. 	<ul style="list-style-type: none"> We need to continue to be consistent and relentless in maintaining standards. We want to see improved levels of attendance, resulting in improved attainment 	<p>We want our School Community to recognise and to be proud. We want everyone to understand that being a pupil at Dingwall Academy, means setting and working towards the highest standard possible. We want pupils to believe that they can do anything and to look back on their school with pride.</p>

RESPECT – RESPONSIBILITY – HONESTY - DETERMINATION



CONTEXT/CONDITIONS OF YOUR WORK

During sessions 2019 – 20 and 2020 – 21, the school focus was on safeguarding, the move to online learning and supporting pupil and staff wellbeing. Even once we returned to the school building, normal procedures and routines continued to be affected. We know that consistency and fairness are essential in schools. Covid created lots of “grey areas” e.g. temperature in classrooms made school uniform difficult, one way systems and illness affected time keeping and attendance. This year we want to have no “grey areas”. During last session, using the Highland Promoting Positive Relationship policy as a guide, we started a whole scale review of our Behaviour Policy, we reviewed and agreed the basic standards that are important in our school. This work was also influence by the Paul Dix book “When The Adult Changes Everything Changes.” At the start of this session, we are ready to launch our new policy along with revised procedures.

In-Depth Action Plan 1

Implementation Process	By whom	Time scale and Progress	Resources	Monitoring
Promoting Positive Relationships and Dingwall Standard				
Feedback from staff on current behaviour policy	All staff	By June 2022	Time	M Dillon to collate and summarise
Finalise Promoting Positive Relationships (PPR) policy and present to all staff along with Dingwall Standard	M Dillon along with PPR Group	Launched August 2022	Time	Initial feedback to be gathered at EMT meeting 31.8.22 and staff meeting 6.9.22
Dingwall Standard and PPR Policy to be shared with parents	KC at Parent Council	Meeting date to be set	Time	Initial feedback from parents; consider more detailed evaluation later in session
Tighten late coming procedures. SMT to be present at front entrance during period 1	SMT	Start August 2022	SMT Time	Referral data to be monitored on a weekly basis. Timetabled SMT meet. Summary of referral data will show impact.
Staff working group to look at reviewing “Consequence” format. Group to also include pupil representatives.	M Dillon	Group to be established by October	Staff meeting time	Revised “consequence” to be issued in draft format, feedback from staff and pupils before finalising. Will be included in the end of session evaluation.
Positive referral report to be followed up on once a term	SMT	First report to be completed by October 9th	SMT Time	Review of positive referrals to be built into calendar. Impact to be included in end of session evaluation.
SMT and Guidance to review procedures for providing Alternatives to Exclusion	SMT and Guidance	First meeting 24 th August	Time	Draft procedures to be issued to Guidance and SMT. Individual case studies used to measure effectiveness
Review anti bullying policy	KC, (LB) Pupil Voice	First meetings held June 2022. To be	Time New policy to be available in	Feedback from pupils, staff and parents

		completed Feb 2023.	electronic format.	
Pupil Voice				
Initial meeting with School Captains to establish focus of Pupil Voice	KC and WH	First meeting 1 st September	Time	Meeting notes
Pupil Voice to be asked for 3 target areas	School Captains	By Friday 9 th September	Time Assembly presentation	School captains will collate and summarise pupil feedback
School Captains to organise monthly Pupil Voice Assemblies	School Captains	First Assembly Friday 9 th September	Time	Feedback to be sought from staff and pupils
Pupil Voice to be asked for Feedback on Dingwall Standard and PPR policy	School Community	During term 4	Time Evaluation materials	This will be an in-depth evaluation of the impact of the new Promoting Positive Relationship policy after 1 full session.
Mentoring in Violence Prevention Training				
Additional staff to complete MVP training	Staff	Thursday 1 st September	Time	Staff will complete evaluation of training
S6 pupils to complete MVP training and programme for delivering MVP to S3 to be finalised	WH (LB)		Time Training materials	MVP has evaluation activities. Pupils and staff will complete in school evaluation. Regular meetings with staff MVP group. Pupil mentors to be set up with staff contact person.
Others				
MCR co-ordinator to provide summary of targets and progress	A Cunningham	By December 2022	SMT Meeting time	SMT minutes Review against MCR targets
Register with Rights Respecting Schools and provide summary information to SMT	M Dillon	By October 2022	Time	This year to be used to gather initial information with a view to starting the programme next session
Agree format for pupil Wellbeing Checks	JM (LB)	By December 2022	Time Materials	Staff and pupil voice feedback
Evaluation: HGIOS Challenge Questions			Evidence:	
<p>How effective are our processes for involving the whole school community in the ongoing review of our vision, aims and values?</p> <p>What strategies do we employ to translate our vision, values and aims into daily practice within our school? How effective are these?</p> <p>How effective are our approaches to support wellbeing (e.g. buddies, mentors, safe areas)?</p> <p>Does the school promote an ethos and culture of positive engagement and participation with its pupils and parents?</p>			Referral Data, pupil and staff feedback	



How well do we ensure that all children feel safe, healthy, achieving, nurtured, active, respected, responsible and included?	
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Improvement Project 2: Learning and Teaching

Purpose:
 We want to ensure that learning and teaching across the school is of a consistently high standard. We continue to act on the 2018 HMI action points to ensure that pupils are engaged and motivated by their learning. We will use the Teaching Sprints initiative to support change and encourage staff to reflect on their practice.

Priorities

<p>NIF Priority: Improvement in attainment, particularly in literacy and numeracy</p> <p>NIF Driver: Teacher and practitioner professionalism</p>	<p>HGIOS/HGIOELC Quality Indicator: 2.3 Learning, teaching and assessment</p> <p>HGIOURS Theme: Our learning and teaching</p>	<p>Highland Council Priority: We will ensure the highest quality of learning and teaching for each and every learner</p>	<p>GME Priority (for GME and Secondary): ES key message: High quality immersion experiences</p>
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RESOURCES	ACTIVITIES	EVIDENCE	SHORT TERM IMPACT <small>(weeks/months)</small>	MEDIUM TERM IMPACT <small>(months/years)</small>	LONG TERM IMPACT <small>(years/decades)</small>
<ul style="list-style-type: none"> Staff Volunteers Time Money Research base Materials Equipment Technology Partners DYW co-ordinator 	Conduct <ul style="list-style-type: none"> - Workshops - Meetings Deliver <ul style="list-style-type: none"> - Services Develop <ul style="list-style-type: none"> - Products - Curriculum - Resources Train Provide Assess Facilitate Partner Work with	<ul style="list-style-type: none"> Plans Google Forms Topic Areas Articles Participation Feedback Observations 	We want pupils to be engaged and motivated by their learning. In the short term, pupils may be aware that teachers are trying out new things, we want this to become normal.	We want pupils to experience high quality learning and teaching in all subjects, and for pupils to be taking more responsibility for their own learning. Through teachers sharing their Teaching Sprint experiences, pupils should experience improved practice across the school.	Through teachers continually reflecting on and sharing their practice, pupils have a high- quality learning experience in all areas.

CONTEXT/CONDITIONS OF YOUR WORK

Following HMI in 2018, we had a focus on Learning and Teaching, and in particular active learning. During Covid, our classroom observation programme was suspended. While there was a huge amount of very positive collegiate work during online learning; including increased and effective use of digital resources, there was limited opportunity to discuss practice. During session 2021 – 22, all SMT took part in a Teaching Sprints online training session. Following from this, 2 departments were asked to trial the Teaching Sprints initiative. These departments then fed back to all staff during the June in-service. This session, all departments are taking part in the initiative.



At the start of last session we should have had access to a DYW co-ordinator, unfortunately we were without a co-ordinator until June 2022. We are excited at the opportunities provided by this appointment. We want to work with the DYW co-ordinator to enhance the learner experience in a variety of ways. This will include employers having direct input to classrooms, employability visits and a Creativity Event for all of S3.

In-Depth Action Plan 2				
Implementation Process	By whom	Time scale and Progress	Resources	Monitoring
Teaching Sprints				
Whole staff participation in online session with Simon Breakspear.	All staff	June 22	Training resources	Staff asked to follow the Prepare – Sprint – Review process. Timelines provided.
Science and languages department deliver update to staff	Science and Languages	June 22	Time	Languages and Science Department feedback to all staff
Whole staff meeting to launch timescale. All department decide focus for first sprint following staff meeting	KC and WY Departments	Department focus agreed by 6 th Sep 22. 1 st Sprint completed by Dec 22 nd Dec 22	Teaching Sprints materials Time	Staff to complete Google Form confirming focus for Sprint.
February in-service – opportunity for all staff to share experiences	All staff	February 22 nd '23	Time Training materials	Google form to check update. Some staff invited to share experience and impact.
All departments decide focus for second sprint	All staff	Focus of 2 nd Sprint agreed by 22 nd Feb '23. Completed by June '23	Teaching Sprints materials Time	Staff to complete Google Form confirming focus for Sprint.
Evaluation of Teaching Sprints programme and future plans	All staff	By 30 th June '23	Evaluation materials Time	Full evaluation
Developing Young Workforce Co-ordinator				
Confirm term 1 targets with DYW	KC , RH and AP	By Oct '22	Time	Term 1 targets will be reviewed at start of term 2 with new targets set, this will continue on a termly basis



Deliver S3 Creativity Event	AP and RH	Dates in school calendar for November	Time Employers Presentations	Pupils and employers to complete evaluation activity Following week, all S3 teachers asked to discuss why creativity is important during week beginning 14 th November
Set up data base to hold information on pupils taking part in Work Experience and Volunteering	AP	By Oct '22	Time Digital resources	Data to be used to consider further employer engagement. Data to be used to consider if additional qualifications/training can be provided.

Evaluation:

How well are we enabling learners to become independent learners and develop the four capacities?
 How confident are we that all learners experience activities which are varied, differentiated, active, and provide effective support and challenge?
 How well do we communicate the purpose of learning and give effective explanations for all learners?
 How well do our questioning strategies enhance the learners' experience and enable higher-order thinking skills?
 Do learners and practitioners engage in dialogue about the development of creativity skills?
 Are opportunities to develop creativity skills evident across all areas of the curriculum?

Evidence:

Departmental Minutes
 Teaching Sprints Feedback
 Group discussions
 Specific feedback from any DYW activity



Improvement Project 3: Raising Attainment

Purpose:
 We want all pupils to achieve and attain at the highest possible level. In the BGE we want to use the Attainment Depute post to focus on attainment across the BGE. We want all staff to be involved in reviewing and evaluating attainment at all levels. We want pupils to understand the level they are currently working at, and for pupils to be motivated to progress and attain at the highest level possible. We want to ensure that we have a range of courses suitable to the needs of all pupils.

Priorities

<p>NIF Priority: Closing the attainment gap between the most and least disadvantaged children</p> <p>NIF Driver: Performance Information</p>	<p>HGIOS/HGIOELC Quality Indicator: 3.2 Raising attainment and achievement/securing children's progress</p> <p>HGIOURS Theme: Our successes and achievements</p>	<p>Highland Council Priority: We will raise attainment and achievement for all, especially for those children from disadvantaged circumstances including rural deprivation</p>	<p>GME Priority (for GME and Secondary): ES key message: High quality immersion experiences</p>
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RESOURCES	ACTIVITIES	EVIDENCE	SHORT TERM IMPACT (weeks/months)	MEDIUM TERM IMPACT (months/years)	LONG TERM IMPACT (years/decades)
<ul style="list-style-type: none"> Staff Time Research base Attainment Depute post Data – Insight, SNSA, Highland Data Set, Risk Matrix Senior Pupils ASG M&T spreadsheets Google Classroom 	<p>Conduct</p> <ul style="list-style-type: none"> - Workshops - Meetings - ASG Meetings <p>Deliver</p> <ul style="list-style-type: none"> - Training ASG - Training senior pupils - Training PTs - Training all staff <p>Develop</p> <ul style="list-style-type: none"> -M & T spreadsheets -Learning Ambassadors - Data Dashboard -Quality of House Tutor Programme - Academic transition arrangements <p>Participation in authority moderation activities</p>	<p>Plans</p> <p>Events</p> <p>Articles</p> <p>Participation</p> <p>Attendance at events</p> <p>Feedback</p> <p>Data</p> <p>E-portfolios</p> <p>Monitoring and Tracking Sheets</p> <p>Attainment Data</p>	<p>All promoted staff aware of the role of Attainment Depute.</p> <p>All learners are familiar with the Learning Pathway and their current position on it.</p> <p>Increased collaboration with full ASG.</p> <p>All staff are able to reference the benchmark data before completing monitoring and tracking.</p>	<p>Challenge questions are used by all staff following monitoring and tracking activity, leading to increased attention on individual pupil progress.</p> <p>Pupils are motivated to do better and to improve.</p> <p>New S1 pupils are more fully prepared for learning in the secondary environment, both academically and in terms of HWB.</p> <p>Our position against our comparative schools improves</p>	<p>Pupils are able to talk confidently about their learning pathway from primary through to secondary.</p> <p>Our BGE attainment is above National. Our Senior phase attainment is in line with, or ahead of our Virtual Comparators.</p>



				We maintain the increased tariff points attained in 2022.	
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CONTEXT/CONDITIONS OF YOUR WORK

Since our HMI visit, we have had a focus on raising attainment. We are obviously very aware that this is an authority and national priority. Since the move to the new National Qualifications in 2014, our attainment has fallen behind our virtual comparators. We have introduced a number of initiatives, however the most significant change has been to move from pupils studying 6 subjects over 1 year in S4, to pupils following 7 subjects over 2 years in S3 and S4. In 2022, S4 pupils were the first to be presented for 7 Nationals after the 2-year course. Our attainment showed considerable improvement and we now need to maintain and build on these improvements.

Despite staffing pressures, we have been able to maintain a broad curriculum. However, we need to review our curriculum pathways to ensure that there is a quality of provision for all pupils.

We also welcome the appointment of an additional ASG Attainment Depute. The post provides an opportunity to put more focus into attainment in the BGE.

In-Depth Action Plan 3

Implementation Process	By whom	Time scale and Progress	Resources	Monitoring
ASG Attainment Depute				
Initial meeting with ASG HTS. These meetings will help inform the improvement priorities for the session.	N Green	By October 2022	Time	Minutes
ACEL preparation activities	N Green	Term 3	Time	Data/ Check in with relevant parties
Focus on Gaidhlig attainment at Level 1, 2 and 3	N Green N McArthur Dingwall Primary	November 2022	Time	Data/ Check in with Gaelic practitioners
Work with ASG and Dingwall Academy teaching staff to improve the quality of academic transition arrangements.	N Green	First meeting term 2	Collaborative time House Tutor programme Time in primary	Regular feedback and check in with pupils and relevant staff
Provide support with moderation and assessment to ASG and BGE teachers.	N Green	First meeting 22 nd August	INSET Time	Full ASG event—TBC Check ASG support network
Training to consider how we can better use digital resources to raise attainment e.g. Read and Write software	N Green	Term 2	Time Training/CPD	Data



				Feedback from staff and pupil Re: awareness/use
To review how we differentiate within the classroom to support pupils and the role of the link ASN teacher in supporting this.	L Black PT ASN PT Autism ASN Teacher PTs	February 2023	Time Training resources Exemplars	
Family Learning				
Recruit and train senior learning ambassadors	N Green	Begin by Oct 22	Time/staff	Attendance/involvement/Award outcomes
Provide family learning opportunities	N Green	First event – 14 th September	Time Materials	Feedback after events
Provide training and support for senior phase pupils on how to use study time effectively.	K Cormack/ L Black/R Hiorns	October 2022	Time Study resources	Feedback from pupils
Working with Partners				
Initial meeting with My Future My Success (MFMS) co-ordinator	KC and Guidance representative	31 st August 2022	Time	Follow up meetings with SMT and Guidance
Formalise school policy regarding MFMS	SMT and Guidance	By 31 st October	Time	Follow up meetings with SMT and Guidance Attendance data Referral data
SMT and Guidance aware of Highland Absence Policy and align own absence procedures	SMT, Guidance and Attendance Officer	By 31 st October	Time	Follow up meetings with SMT and Guidance Attendance data Referral data
Participate in Highland Numeracy Project	N Green ASG	June 2022	Time Resources	Highland Numeracy project will have inbuilt monitoring and evaluation procedures.
Curriculum Pathways				
Focus on S4 pupils attaining the Mental Health and Wellbeing Course at SCQF 4 and SCQF 5	M Wilson/ M Dillon	November 2022	Time Resources	Feedback after sessions Quality of pupil submissions
Review number of subjects offered in S3 and S4	SMT and PTs	November 2022	Time Evaluation	Feedback from Departments, parents and pupils
Review S3/S4 option structure to identify those areas where there is limited provision at Level 2, 3 and 4	SMT and PTs ASN teachers	November 2022	Time Data from option choices	Pupil timetables, check for quality of provision
Review procedure when identifying pupils for classes that may be oversubscribed. Procedures must involve reference to risk matrix.	SMT Guidance	February 2023	Time	Check of timetables for red risk matrix pupils



Ensure that all course provision leads to accreditation	SMT PT ASN PT Autism ASN Teachers	November 2023	Time Training Course materials	Check on tutorials and ASN provision Reporting
Review and formalise procedures for quality assurance of M&T and Reporting	SMT and PTs	Term 2 EMT meeting	EMT Time	Quality assurance of reports
Consider additional time given to N4 and National 5 pupils in S5 and if this time could be used more effectively.	SMT	November 2022	Time	Feedback from pupil Attainment data
Monitoring and Tracking				
Challenge questions used by staff following all rounds of Monitoring and Tracking. Focus on target groups identified from Risk Matrix.	K Cormack N Green	Dates for all year groups in school calendar	Time Training	Attainment data Follow up learning conversations Focus on target groups
Develop S1 – S2 tracking sheets with baseline data and risk matrix summary.	N Green	By October 2022	Time Information sheet for staff	Minutes Monitoring and Tracking timeline
To check the quality of the S1 and S2 e-portfolios, for parents and pupils to know how to access them and how to use the information to capture learning and improve learning.	N Green/W Harrison	November 2022	Time E-portfolio resource	Pupil meetings to check portfolios Learning conversations
Focus on learning pathways built into school calendar for S1 and S2	K Cormack	S1 Wk beg 28 th Nov S2 Wk beg 24 th October	Time Feedback sheets House Tutor programme	Feedback from pupils – checks with pupils “What level are you working at?”

Evaluation:

- How well are our approaches to raising attainment improving outcomes for children and young people?
- How well do we use evidence from tracking meetings, professional dialogue, and assessments to measure progress over time and in particular at points of transition?
- How well is our focus on literacy and numeracy leading to raising attainment across the curriculum?
- How well is assessment evidence used to inform teacher judgements?
- How well do we utilise accreditation where appropriate, to recognise and celebrate achievement?
- To what extent does our curriculum promote equity and raise attainment for all children and young people?

Evidence:

- *Tracking data*
- *SNSA data*
- *Insight data*
- *Feedback from pupils*
- *Minutes from meetings*
- *Records of professional dialogue*



- How well do our approaches to profiling develop children's and young people's awareness of themselves as learners and support them to recognise the skills for learning, life and work they are developing to inform the planning of future learning?

Departmental Project 1

HGIOS Quality Indicator:
Choose an item.

Implementation Process
(Actions – detail of how you aim to achieve the desired impact)

Tasks	Responsibilities and timescales

Review – to be completed by August 2023

How has the project impact on learners? Consider HGIOS Challenge Questions



Departmental Project 2	
HGIOS Quality Indicator: Choose an item.	
Implementation Process <i>(Actions – detail of how you aim to achieve the desired impact)</i>	
Tasks	Responsibilities and timescales
Review – to be completed by August 2023	



How has the project impact on learners? Consider HGIOS Challenge Questions

Departmental Project 3

HGIOS Quality Indicator:


Choose an item.

Implementation Process

(Actions – detail of how you aim to achieve the desired impact)

Tasks	Responsibilities and timescales

RESPECT – RESPONSIBILITY – HONESTY - DETERMINATION



Review – to be completed by August 2023

How has the project impact on learners? Consider HGIOS Challenge Questions

