

DUNEDIN SCHOOL

Delivers unique education to individuals

**STANDARDS, QUALITY ASSURANCE
and
IMPROVEMENT PLAN**

2018-2019

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INTRODUCTION

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

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

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

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

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.

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, however, is the emotional 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 is 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 supported to realise their potential.

THE AIMS OF THE SCHOOL

- To enable pupils to re-engage with learning and experience a sense of achievement and success
- To create a welcoming, sympathetic environment where pupils and their families feel supported
- To help pupils to develop self-respect, self-confidence and a sense of self-worth
- To respect the individuality of all pupils
- To foster in pupils mutual trust and tolerance of others
- To reintroduce pupils to a holistic educational environment
- To encourage enjoyment in learning
- To provide a broad curriculum which is flexible and can cater for individual needs and interests
- 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.

THE NATIONAL CONTEXT FOR EDUCATION

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

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

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

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

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

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.

Dunedin School's improvement planning is guided by the four key priorities and the six key drivers noted above, as well as Education Scotland's self-evaluation document, ***How Good is our School? (4th Edition)***. However, planning for improvement also - and importantly - takes into account the school's own particular context, and especially the needs of our pupils.

A review of the progress we have made in session 2018-2019 can be found on the following pages.

REVIEW OF PROGRESS FOR SESSION 2018-2019

Last session, as a result of our evaluation process, staff identified two improvement priorities which formed the basis of our **School Improvement Plan**. The progress achieved in these priorities is summarised below.

| | |
|---|--|
| <p>School Improvement Priority 1:</p> <p>Improving Moderation of the Broad General Education Phase</p> | |
| <p>Link to National Improvement Framework Priorities and Drivers</p> | <p>Link to <i>How Good is our School?</i> (4th Edition)</p> |
| <ul style="list-style-type: none"> • Improvement in attainment, particularly in literacy and numeracy • Assessment of Children’s Progress • Performance Information | <p>Learning Provision -</p> <p>2.3: <i>Learning, Teaching and Assessment</i></p> <p>Successes and Achievements -</p> <p>3.2: <i>Raising Attainment and Achievement</i></p> |
| <p>Target/Where we want to be (Outcomes focusing on learning, achievement and wellbeing):</p> <ul style="list-style-type: none"> • All staff are confident in their own judgements about individual pupil levels of attainment, and this judgement is integral to planning learning • Focus on the remaining context of learning: Curriculum Areas and Subjects • Gather information from subject teachers to show that they have completed an audit of the Experiences and Outcomes (Es&Os) they are delivering in the broad general education phase (BGE) within their subjects • Ensure that teachers are using the benchmarks to judge pupil standards within each level and that all teachers are working towards capturing and recording evidence of attainment for each individual pupil • This record will clearly indicate the level that the pupil is working at in that subject • Teachers should also develop appropriate methods of feeding back and identifying next steps in their subject with individual pupils | |
| <p>Action and Progress:</p> <ul style="list-style-type: none"> • Refreshed subject audits provided up-to-date information about where/how the Es&Os of the BGE phase are covered • Staff engaged in moderation activity at the February In-service, sharing good practice of how they are using the benchmarks to assess pupils’ attainment • Staff shared ideas about how to capture evidence of attainment, record attainment and feed back to pupils in the BGE phase • All teachers have worked towards developing a subject-appropriate method of capturing evidence, recording attainment, assessing against relevant benchmarks and providing feedback to pupils in the BGE phase • Moderation of BGE (coverage of Es&Os <i>and</i> marking against benchmarks) will be timetabled into the annual calendar | |
| <p>Impact:</p> <p>Action Point 1</p> <p>Progress:</p> <p>Subject audits demonstrate that, through subject work, pupils have access to the majority of the BGE curriculum. The audit identified the following gaps:</p> <ul style="list-style-type: none"> • Participation in performances and presentations • Dance • Drama • Aspects of PE • Religious and Moral Education (though aspects of this are covered within PSE) <p>Other audits of provision have demonstrated that pupils <i>are</i> given opportunities to engage in activities which relate</p> | |

to some of these Es&Os in other areas of the curriculum (i.e. through partnership working with The Lyceum and Drake, visits to the theatre etc.)

In general, individual needs are prioritised by staff, and if it is not possible to engage a pupil at any particular time in some aspects of the curriculum, staff will focus on what will engage them and help them to make progress in those areas before introducing activities and aspects of the curriculum they may find more challenging.

Impact:

Given the size of the school, and the needs of the pupils, we do not cover everything within the BGE curriculum, but S1-S3 pupils are accessing the majority of it. The audits will help us to plan future provision based on pupil need.

Action Points 2 & 3

Progress:

Moderation and sharing of practice took place during the February in-service. Staff discussed the purpose and impact of moderation. There was also robust discussion around some of the challenges posed by delivering aspects of some subjects within the context of the school. There was a further opportunity to share progress in developing a method of recording attainment at a staff meeting in May.

Impact:

The moderation exercise and sharing ideas about how to capture and record evidence of levels of attainment using the benchmarks were very useful in helping staff to form a shared understanding of where each pupil is in terms of BGE. Future opportunities will be embedded in the calendar, to ensure all staff are using the benchmarks appropriately to judge levels of attainment.

Action Point 4

Progress:

As above; teachers have shared subject-appropriate methods developed so far. A final evaluation of this will take place at the August in-service.

Action Point 5

Progress

One opportunity for moderation was timetabled this year. Further opportunities will be written into the calendar for session 2019-2020

Next Steps:

- Share and discuss subject-appropriate methods of recording and monitoring the attainment of pupils in the BGE (at August In-service 22/08/19)
- Subject teachers to embed these
- Timetable moderation of BGE subjects into annual calendar (August in-service 22/08/19)
- BGE Working Group to discuss apparent gaps in BGE curriculum and how these are or might be addressed if it is appropriate

REVIEW OF PROGRESS FOR SESSION 2018-2019 (contd.)

| | |
|---|---|
| School Improvement Priority 2: | |
| Sustained Positive Transitions | |
| Link to National Improvement Framework Priorities and Drivers | Link to <i>How Good is our School?</i> (4th Edition) |
| <ul style="list-style-type: none"> Improvement in employability skills and sustained, positive school leaver destinations for all young people | Learning Provision - 2.6: Transitions Successes and Achievements - 3.3: Increasing Creativity and Employment |
| Target/Where we want to be (Outcomes focusing on learning, achievement and wellbeing): | |
| <ul style="list-style-type: none"> Review arrangements to support pupils, their families and carers in order to achieve sustained positive transitions 100% of our pupils leave Dunedin with a positive, appropriate destination and support in place to sustain these destinations | |
| Action and Progress: | |
| <ul style="list-style-type: none"> Tutors of pupils transitioning this year completed an individualised transition plan for each of their tutees. This information was then evaluated and has led to the recommendations below A review of whether pupils have made positive transitions in the last 3 years showed there has been an improvement since 2015/16. The main barriers which need to be overcome are family circumstances, a lack of support for the families after their son/daughter leaves, ASD, mental health and high levels of anxiety All tutors who completed individualised transition plans for their tutees mentioned they were limited by the time available to them and particularly found it difficult to fit in making telephone calls and follow up emails to possible work links. With four S6 pupils for 2019/20 there will be significant workload implications for relevant tutors Janice O'Brian from SDS has kept in regular contact with pupils and tutors this year. An end of year meeting needs to be held with her to find out whether pupils who transitioned in 2018/19 are still in positive destinations | |
| Impact: | |
| <ul style="list-style-type: none"> Improved focus on the individual needs of pupils who are moving on from Dunedin Improved links with SDS Identification of barriers which can contribute to preventing a positive transition | |
| Next Steps: | |
| <ul style="list-style-type: none"> To use an improved individualised transition plan (based on the one piloted this year) for relevant pupils but going forward this needs to be a working document that dictates actions and is updated at regular intervals From this year's findings we would recommend that a transition coordinator post needs to be created. This post would take part ownership of the individualised transition plan with the tutor and support them in revisiting and updating this document frequently. They would help with sourcing work placements, provide support on placements if needed and help put in place support for pupils after they leave school. This would require making telephone/email contact with work places, colleges, SDS etc. They could also monitor the progress of these leavers | |

REVIEW OF PROGRESS FOR SESSION 2018-2019 (contd.)

In addition to the two school improvement priorities identified above, staff work on a number of other initiatives throughout the year which we include on a separate improvement action plan. This is summarised below:

| | Initiative | Action and Progress |
|----|--|---|
| 1. | Quality assurance of subject teaching: pilot, evaluate and implement classroom observation | Peer observation has now been embedded in the Professional Review and Development process for all teaching staff. This will be fully implemented during session 2019-2020 |
| 2. | Implement technical changes to meet the requirements of GDPR | This has been completed |
| 3 | Implement policies and procedures to meet requirements of GDPR | A great deal of work to ensure the school is compliant with new legislation has been carried out, and new policy documents have been prepared |
| 4. | Update prioritised school policies | GDPR has been the main focus of this year's work on policies |
| 5. | Develop pupils' resilience and encourage responsibility for their own transitions and learning | Building resilience continued as a whole-school health and wellbeing focus. A workshop on coping with pressure was delivered to all pupils, and opportunities to challenge and celebrate resilience have been offered throughout the year |
| 6. | Plan and prepare for HMIE Inspection | A working group has been established to begin preparations for the school's next inspection |
| 7. | Update incident sheets for bullying if necessary | The log book to record any incidents of bullying has been updated in line with the publication of <i>Respect for All: The National Approach to Anti-Bullying for Scotland's Children and Young People</i> |

PROGRESS IN HEALTH AND WELLBEING, LITERACY AND NUMERACY AS THE RESPONSIBILITY OF ALL 2018-2019

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

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

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

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

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

Here is a summary of progress made in each area during session 2018-2019, and the next steps we have identified:

**PROGRESS IN HEALTH AND WELLBEING, LITERACY AND NUMERACY
AS THE RESPONSIBILITY OF ALL 2018-2019**

| | Progress | Next Steps |
|-----------------------------|--|--|
| Health and Wellbeing | <p>This year we continued to work on providing opportunities for pupils to develop skills and strategies to help them build resilience and, in addition to this, focused on pupils’ understanding that friendships, caring, sharing, fairness and equality are important in building positive relationships. A plan was drawn up by all staff at the August In Service for delivering these E&Os.</p> <p>Activities included:</p> <ul style="list-style-type: none"> • Another successful and fun trip to St Andrews Square for outdoor skating and a school holiday club where pupils were given the opportunity to meet up at school during the summer holidays • PSE lessons which focused on bullying and resilience • A whole-school workshop on what makes a good friend; writing and applying to an advert for a good friend • A “Kindness Challenge” • A workshop on Coping with Pressure • The residential outdoor education trip to Glencoe and weekly walks and group activities where friendships were made and secured <p>This was an extraordinarily challenging year in terms of teachers’ time. Not all planned activities were delivered but once we realised that teaching resources were not going to be as anticipated at the start of the year, the HWB plan was adapted as necessary. We still managed to deliver a number of high-quality activities to fulfil the aim of the initial plan.</p> <p>The new electronic logging system to track pupils’ engagement in activities and CMS skills was further developed and a new process of updating and inputting agreed.</p> | <p>Continue to update the new electronic logging system and gather evidence</p> <p>Ensure that the HWB plan update is a regular item on the staff meeting agenda to ensure that planned activities are delivered and evaluated</p> <p>Continue to stay informed of wider national HWB issues and ensure that we plan appropriately for them</p> <p>Continue to deliver opportunities for all pupils to engage in HWB</p> |

PROGRESS IN HEALTH AND WELLBEING, LITERACY AND NUMERACY AS THE RESPONSIBILITY OF ALL 2018-2019

| | Progress | Next Steps |
|------------------------|--|--|
| <p>Literacy</p> | <p>During this session, interdisciplinary learning activities provided useful opportunities to develop literacy skills. As always, our annual charity coffee morning allowed pupils to use literacy skills within a real-life context. They worked both independently and collaboratively to organise the event, developing literacy skills by:</p> <ul style="list-style-type: none"> • researching the charity • writing the text for invites • project managing the event through planning meetings <p>Throughout the year, pupils also worked on a project based around the Water of Leith, and its cultural, historical and environmental importance to Edinburgh. During this project, pupils were involved in:</p> <ul style="list-style-type: none"> • researching the history of the Water of Leith, and its importance to industry • site visits to inspire Haiku cycles and other creative work • working with an artist to record sounds and create a soundscape using digital technology • working together to create a Cento (a “patchwork” poem) • helping to plan and organise a final exhibition of work and sharing event for parents and carers <p>During this session, we also began work on creating an improved reading culture within the school, and some pupils had a timetabled “Book Group” session where they could access and discuss award-winning texts, with the focus on prioritising time for reading for enjoyment. We also celebrated World Book Day by dedicating time for all pupils and staff to read, followed by a quickfire book quiz.</p> <p>Pupils have had opportunities to engage with a variety of speakers and visitors, and have participated in two workshops to find out about sustainable enterprise and to work together to devise their own project.</p> <p>Across all subjects, pupils continue to make good use of ICT and have had many opportunities to research, write reports and create posters to give information, linking design and layout to purpose and audience.</p> <p>There has been less focus on the specific Es&Os covered by each subject this session, and there will need to be renewed attention on this next session, as well as fulfilling some other ambitions which will support literacy such as funding and organising a writer-in-residence.</p> | <p>Renew focus on <i>tracking</i> of literacy skills in subjects, in interdisciplinary learning and in opportunities for personal achievement</p> <p>Revise the information sheets identifying individual areas for development</p> <p>Schedule time for moderation of literacy across subjects</p> <p>Plan and apply for a writer in residence</p> <p>Continue to develop the reading culture within the school</p> |

**PROGRESS IN HEALTH AND WELLBEING, LITERACY AND NUMERACY
AS THE RESPONSIBILITY OF ALL 2018-2019**

| | Progress | Next Steps |
|-----------------|--|--|
| Numeracy | <p>During this session, Numeracy has primarily been progressed within the Mathematics curriculum and through Support for Learning for those pupils who require extra numeracy practice.</p> <p>The one-to-one numeracy support provided through Support for Learning has been particularly beneficial. Some pupils demonstrated signs of Dyscalculia for which they have been assessed and supported, while others demonstrated particularly poor number skills which SFL has developed and encouraged them to practise. These pupils equate to ¼ of our student cohort.</p> <p>In Mathematics, all pupils are encouraged to practise their numeracy, through the use of non-calculator starters and through the Mathematics curriculum.</p> <p>In addition, aspects of Numeracy were developed through some of the cross-curricular activities carried out throughout the session. e.g.:</p> <ul style="list-style-type: none"> • During the annual charity coffee morning, some pupils were involved in collecting money on the day, and calculating the total gained and the tax relief due for relevant donations • Marine engineering workshop where pupils investigated buoyancy through practical experimentation and learned about the combustion engine <p>During this session, the coordinators for numeracy and literacy developed a coordinated approach to the promotion and collection of evidence for numeracy and literacy. This will be rolled out next session.</p> <p>Engagement in learning and evidence of numeracy across the curriculum is recorded, which should ensure the school should continue to successfully identify those pupils who struggle to apply their numeracy skills outside of the Mathematics environment.</p> | <p>Improve tracking of numeracy skills in subjects and interdisciplinary learning</p> <p>Embed feedback and communication structure for students and staff</p> <p>Communicate with other staff regarding moderation of numeracy levels and skills</p> <p>Work more closely with Support for Learning to develop numeracy with students who find it challenging</p> |

ATTAINMENT AND WIDER ACHIEVEMENT

The number of pupils in the senior phase (S4-S6) at Dunedin fluctuates every year, and some of those pupils may not have arrived at the school until S3 or later. Despite this, all pupils can work towards qualifications, at the pace and level which suits them.

During session 2018-2019, there were 9 pupils in the senior phase, all of whom were able to work towards a variety of units and course qualifications, from National 3 to Higher.

Between them, pupils managed to achieve a total of 99 Unit passes and 22 Course Awards, across several subjects.

In addition, the school supported some pupils to learn and develop skills outwith Dunedin, for example, through participation in Edinburgh College's School College Partnership programme, and Edinburgh Zoo's ZEBRA project.

Partnerships with such organisations is always driven by the needs and aspirations of the pupils and will therefore change every year.

HIGHLIGHTS OF PUPILS' EXPERIENCES AND WIDER ACHIEVEMENT 2018-2019

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

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.

Extra-curricular activities are 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.

There were many such activities on offer during the course of last session, some of which are listed below:

- A programme of sporting and recreational activities for Tuesday and Friday afternoons, including badminton, walks, the gym, film club, three football taster sessions and opportunities to try boxercise
- Coasteering in East Lothian early on in the year to help foster friendships
- A trip to the John Muir Museum in Dunbar as part of a unit of work in English
- Our annual charity coffee morning
- Children in Need fundraising activities
- Continuing collaboration with Drake Music
- Continuing collaboration with Drum Riding for the Disabled to provide experience of working with and riding horses
- Continuing collaboration with Edinburgh College to provide weekly engineering skills classes throughout the year
- Easter revision classes for pupils sitting exams
- A year-long interdisciplinary project based around the Water of Leith, leading to a sharing event for parents at the end of the year
- Welcoming visitors such as a representative from Robertson Construction, a speaker from Road Safety Scotland and a group leader from Hebridean Pursuits who came to meet pupils and tell them about the kinds of activities on offer during their residential stays
- A visit from a community police officer to discuss safe use of social media
- Workplace visits i.e. to Robertson Construction and Technip FMC
- Visits to careers fairs, apprenticeship events, Edinburgh College open days, Oatridge College and Leith School of Art, as part of our focus on Developing the Young Workforce
- A workshop at Sky Academy where pupils scripted and filmed a trailer for a comedy, developing literacy, creativity and employability skills
- Science and Geography trips i.e. to the Queensferry Crossing, a visit to Vogrie Park, Biology field trips to the Water of Leith and a marine engineering workshop

HIGHLIGHTS OF PUPILS' EXPERIENCES AND WIDER ACHIEVEMENT 2018-2019 (contd.)

- Arts and cultural events such as attending a theatre performance of *Matilda the Musical*, a tour of the Scottish National Gallery, and visits to the Filmhouse to see the film of a book on World Book Day, and a documentary about the work of artist Andy Goldsworthy
- A sponsored walk in aid of Cancer Research UK
- Pupil Council meetings
- A wide-ranging programme of outdoor education including archery, climbing and abseiling, karting, trampolining, paddle boarding, putting and a trip to the beach
- Social activities such as a trip to the skating rink at Edinburgh's Winter Wonderland, a games and pizza evening and end-of-term bowling
- A two-night residential at Glencoe
- Skills for independent living linked to the Personal Achievement Award, including a trip to Liberton Fire Station and Alien Rock
- History trip to Craigmillar Castle
- A workshop on friendship to support health and wellbeing
- A workshop on coping with pressure to support DYW
- Two workshops on sustainable enterprise
- Two sessions from SIFET to deliver financial education to senior pupils
- A Christmas trip to the cinema
- Motorcycle Maintenance sessions for senior pupils
- Friday afternoon debates
- A talk by writer and illustrator, Hannah Kelly
- Five sessions with artist Pete Lannon to learn how to create soundscapes
- A workshop on kindness and resilience
- Support for senior pupils to participate in induction sessions at Edinburgh College through the School College Partnership

These trips and events focus on challenge and enjoyment. Not only do they provide opportunities for pupils to develop friendships and just have some fun, but they are invaluable for taking learning outside of the classroom, sometimes in unfamiliar and challenging environments, and they help us to deliver important initiatives such as Developing the Young Workforce.

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

SELF-EVALUATION AND CAPACITY FOR CONTINUOUS IMPROVEMENT

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

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

QI 1.4: Leadership and Management of Staff

QI 2.1: Safeguarding and Child Protection

QI 2.7: Partnerships

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

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

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

The questionnaires highlighted the following as areas of key strength:

- **Positive, nurturing relationships across the school**
- **Good communication between school and home**
- **Positive and open relationships with parents and carers and other professionals**
- **Support for Transitions**

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

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

SELF-EVALUATION AND CAPACITY FOR CONTINUOUS IMPROVEMENT

| QI | Areas of Strength | Areas for Development |
|---|---|---|
| <p>1.4: Leadership and Management of Staff</p> <ul style="list-style-type: none"> • <i>Governance arrangements to promote a quality culture</i> • <i>Communication</i> • <i>Learning from complaints</i> • <i>Recruitment and selection</i> • <i>Monitoring and tracking PVG Scheme membership</i> • <i>Involving parents in recruitment</i> • <i>Induction of and mentoring and supporting recently appointed staff</i> • <i>Responsibilities for Professional Update with the GTCS</i> • <i>Effectiveness of PRD and school improvement planning</i> • <i>Promoting staff rights and responsibilities, including professional conduct</i> • <i>Effectiveness of staff handbook</i> • <i>Supporting temporary and short-term staff</i> • <i>Health and safety and risk assessment procedures</i> | <p>Roles and responsibilities of staff – both in terms of teaching and managing the school - and governors are well documented</p> <p>Department handbooks are updated annually and clearly identify the responsibilities of subject teachers</p> <p>All staff and governors involved with the school have a clear understanding of its ethos and values</p> <p>The vision and values of the school are also recorded on the website, in the prospectus, and repeated in annual reports, and they are shared with any organisation which works with us</p> <p>Staff work as a professional team, sharing ideas, opinions, concerns and challenges on a daily basis</p> <p>There is no hierarchy at Dunedin; peer support is crucial and occurs every day - formally and informally</p> <p>There is an effective email system, centrally co-ordinated by our administrator, to ensure good communication</p> <p>Weekly updates emailed to all staff ensure they are well informed</p> <p>Digital communication enhances but is not a substitute for discussion amongst staff, which takes place on a daily basis and at regular staff meetings</p> <p>All concerns are dealt with promptly and according to school procedure. Staff work hard to quickly address any concerns or issues raised by parents, pupils or other professionals. This has resulted in very few official complaints</p> <p>Any issues which are raised by pupils, staff, or other professionals through the annual questionnaires are minuted and discussed and decisions/actions/outcomes are also logged and fed back as appropriate</p> <p>We have a structured recruiting process which involves both staff and governors, but not, currently, parents as we do not recruit for senior positions as in other schools</p> <p>The school has an equality policy and the application form has recently been revised to ensure it adheres to equalities legislation</p> <p>We encourage respect and tolerance amongst all pupils and staff. All members of staff are free to be themselves at Dunedin. Respecting the individual is central to the ethos at Dunedin and this includes staff</p> <p>The PVG scheme is well embedded and all members of staff must go through the process</p> <p>The school has a well-embedded Professional Review and Development policy which has been validated by GTCS and several staff have completed the Professional Update</p> <p>The PRD policy is constantly scrutinised and revised according to changes to Professional Standards or HGIOS. It provides opportunities throughout the year for staff to discuss achievements and challenges, and to identify priorities for their professional development. Classroom observation has recently been included as part of the PRD process</p> <p>Supply teachers are rare at Dunedin, but they would be treated as a regular member of staff, encouraged to participate in whole-school development and professional learning</p> <p>The school has a discipline policy and grievance procedures which have been refined in recent years. Absence and attendance issues quickly become apparent as all staff manage this in the short term. Similarly, any minor issues, conflicts or disputes should be managed by staff through discussion and consensus because of our management structure.</p> <p>Any instance of serious indiscipline or misconduct would be dealt with by the Governors as per our policy</p> <p>We do not have a formal “Dignity at Work” policy, although our ethos, our management structure and our values and aims all support this and ensures a positive, thriving work environment for all staff</p> | <p>Updating the School Handbook</p> <p>Improve our system of mentoring and support for new or short-term teaching staff</p> <p>Consider how to further involve parents and carers, including in any recruitment process</p> |

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

| QI | Areas of Strength | Areas for Development |
|---|--|--|
| <p>2.1: Safeguarding and Child Protection</p> <ul style="list-style-type: none"> • <i>Shared understanding of approaches to child protection and safeguarding</i> • <i>Leadership of child protection and safeguarding</i> • <i>Effectiveness of recording and planning processes</i> • <i>Regular review of safeguarding arrangements</i> • <i>Training for staff in safeguarding practice</i> • <i>Support for children and young people following a safeguarding or child protection concern</i> • <i>Responding to incidents related to equalities</i> • <i>Taking account of the views and experiences of children and young people</i> • <i>Approaches to supporting wellbeing</i> • <i>Ethos and culture of positive engagement and participation with pupils and parents</i> | <p>The school has an identified child protection co-ordinator and depute who regularly attend conferences and professional learning and this is cascaded to all staff</p> <p>Regular whole-staff training ensures all staff know their responsibilities, and are given the opportunity to discuss the challenges they might face if a child protection issue is raised with them</p> <p>Confidentiality statements on child protection for staff and pupils will be introduced from 2019/20</p> <p>An audit of previous practice has been arranged</p> <p>A recently revised child protection policy is in place and a safeguarding committee established which includes a member from the board of governors</p> <p>All child protection concerns are systematically logged, and a paper record securely maintained</p> <p>Action is agreed by appropriate staff in conjunction with parents/CAMHS/Ed Psych/other relevant agencies as appropriate, and will be determined by the circumstances and the pupil's needs</p> <p>Proposed Prevent on-line training for all staff in 2019/20</p> <p>We work closely with relevant outside agencies to support our young people</p> <p>Staff are informed on a "need-to-know" basis about the circumstances of a child protection, and will work together to implement any support required</p> <p>It is central to the ethos of the school that the young person should be at the centre of planning and decision-making. They are always encouraged to attend planning meetings or to give their views, and staff consult with them on any action that will have an impact on them</p> <p>The tutor system ensures that every pupil has at least one member of staff with whom they can discuss their experiences and views</p> <p>The school takes both a very individualised approach to supporting wellbeing - where the needs of the individuals are discussed at meetings, with parents etc and strategies implemented - and a whole-school approach i.e. where staff support younger pupils to socialise at unstructured times such as lunch and breaks by offering games; accompanying young people for lunch; supporting independent travel etc.</p> <p>The school offer a range of experiences and activities which all pupils are encouraged to participate in, and staff work hard to break down any barriers pupils might have that would prevent them from participating</p> <p>The school operates an "open door" policy for parents and we are working on increasing opportunities for parents to engage with the school outside of parents' evenings e.g. coffee morning, sharing events</p> <p>There is very regular (sometimes daily) communication with parents/guardians to help support pupils</p> | <p>Ensure there is an annual review of safeguarding arrangements</p> <p>Carry out the proposed audit of previous practice</p> <p>Ensure staff are regularly updated on safeguarding practice</p> |

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

| QI | Areas of Strength | Areas for Development |
|---|---|--|
| <p>QI 2.7: Partnerships</p> <ul style="list-style-type: none"> • <i>Relationships with parents/carers/families/the local community and partners based on respect</i> • <i>Involvement of parents/carers/families/the local community in the life of the school and school improvement</i> • <i>Support for parents/carers to participate in, contribute to and understand their child's learning</i> • <i>Effective communication about progress, attainment and achievement</i> • <i>Representative Parent Council</i> • <i>Understanding of the local community</i> • <i>Partnerships leading to better outcomes</i> • <i>Partners involved in planning, identifying priorities, monitoring and evaluating work</i> • <i>Partnerships bring added value</i> • <i>Effective sharing of skills, knowledge and experience across partnerships</i> • <i>Shared professional learning opportunities with partners</i> • <i>Contribution to communities as active citizens</i> | <p>The school has established successful partnerships (i.e. with Drake Music, RDA, The Lyceum etc.) by communicating the specific needs of our pupils and what we want them to achieve.</p> <p>We have an 'open door' principle for parents/carers to come to us with their concerns.</p> <p>We try to break down any barriers between ourselves and parents by developing relaxed connections, i.e. by using our first names</p> <p>Apart from the questionnaire, parents are made to feel included at coffee mornings, parents' evenings and presentations by pupils (Lyceum, Water of Leith)</p> <p>Parents have also contributed to the life of the school, e.g. by running professional make-up tutorials, presentations about their work</p> <p>We currently do not have a Parent Council, but parents' views are sought through questionnaire during the annual whole-school evaluation process</p> <p>Parents receive two formal, detailed reports on their child's progress each year</p> <p>All young people have at least one YPPM a year</p> <p>Staff make themselves available to discuss pupils' wellbeing and learning on a daily basis if required</p> <p>There are occasions throughout the year where the parents can witness and engage with their child's attainment i.e. coffee mornings, presentations of project work (Lyceum, Waters of Leith), end of year presentations.</p> <p>There are two parents' evenings a year which often include a talk aimed at helping the parents to help their children</p> <p>We do not currently have a Parent Council due to the size of the school and the spread of location of parents. However, if problems or concerns arise, these can usually be dealt with immediately</p> <p>Dunedin does not serve a single local community, and so we do not have the opportunities that most mainstream schools have to interact with their community, but we have established some links with local organisations and businesses, though we could do more of this</p> <p>We do make the most of places in the community – Inch Park, the Sports Club, Craigmillar Castle etc.</p> <p>Partnerships begin because staff identify a gap in the learning and life experiences of the young people and they work when the needs of the pupils are the focused aim</p> <p>There is direct and continuous dialogue, by email, phone or meetings, about the roles of the partners</p> <p>Partners are made aware of the need to adapt and to be flexible, and are asked to make the projects evolve appropriately to allow maximum involvement from the pupils</p> <p>When young people have the opportunity to participate in group activities, outdoor activities, creative and artistic programmes, Engineering courses, motorbike workshops, etc, it has a very noticeable positive impact on their social skills, their self-esteem and confidence, their motivation, and their enjoyment of education.</p> <p>Evidence of this can be seen in improved attendance figures, engagement and participation levels, increased resilience, qualifications gained and in successful transition from school to college or work</p> <p>Added value is included in the Annual Report, and in the SQAIP where relevant</p> <p>Because staff work, and communicate, closely with any partners, there is an ongoing sharing of skills and knowledge</p> <p>Pupils have opportunities to contribute to others at coffee mornings and with charity fund-raising</p> | <p>Create some form of parent council to influence school policy</p> <p>Make greater use of the skills and experience that parents could offer</p> <p>Look for further opportunities to be involved in the local community</p> |

SCHOOL PRIORITIES FOR 2019-2020

The whole-school evaluation process undertaken in May helps us to identify the school's improvement priorities for the next session, 2019-2020, which are as follows:

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| School Improvement Priority 1: | |
| Child Protection and Safeguarding | |
| Link to National Improvement Framework Priorities | Link to How Good is our School? (4th Edition) |
| Improvement in children's and young people's health and wellbeing | Learning Provision – <i>2.1: Child protection and Safeguarding</i> |
| Target/Outcome/Desired Impact: | |
| The school works together to ensure all pupils at Dunedin are safe, well cared for and are able to flourish. | |

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|---|---|
| School Improvement Priority 2: | |
| Sustainability – Scope what sustainability means to us and how we can appropriately embed it at all levels Identify what we are currently doing and identify targets as to how can Dunedin can become more sustainable | |
| Link to National Improvement Framework Priorities | Link to How Good is our School? (4th Edition) |
| Improvement in attainment Improvement in children's and young people's health and wellbeing | Leadership and Management - <i>1.2: Leadership of learning</i> Learning Provision – <i>2.2: Curriculum</i> |
| Target/Outcome/Desired Impact: | |
| Promote an awareness of, create a folio of examples of, and embed a place in the curriculum for Learning for Sustainability across the whole school | |

STAFFING AND GOVERNANCE

Staff

After a long period of relative stability, this year, staff have had to pull together to cope with some significant challenges.

Sheila Ford (our Science, Biology, Chemistry and PSE teacher) began long-term sick leave in October. As a key member of staff, and our longest-serving teacher, she has been sorely missed. Staff shared various responsibilities from Sheila's non-teaching remit, and we were very lucky to find a supply teacher – Libby Kettley – to take on Sheila's teaching timetable. Libby was very much thrown in at the deep end, and we are extremely grateful for her hard work and the commitment she has shown towards the school and the pupils.

We also welcomed and bade farewell to two other members of short-term support staff during the course of the year. Connie Gallagher and Emma Gwynne both provided extra classroom assistance during Jen Hackland's maternity leave. Connie left to have her second baby, while Emma left to pursue her studies. They were an enormous help to us, and we wish them both well.

On a positive note, Jen returned from maternity leave at the end of April. She stepped right back into her role as if she had never been away, and we are delighted to have her back with us. She is an enormous support to both staff and pupils.

Finally, Anne Gatherer successfully interviewed for the vacancy of Support for Learning teacher, taking over from Campbell Paterson, and now fulfils this role in addition to teaching art.

Governors

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

This year, one of our governors, Malcolm MacGregor, stepped down, and we want to thank him for his hard work, time and commitment to the school.

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