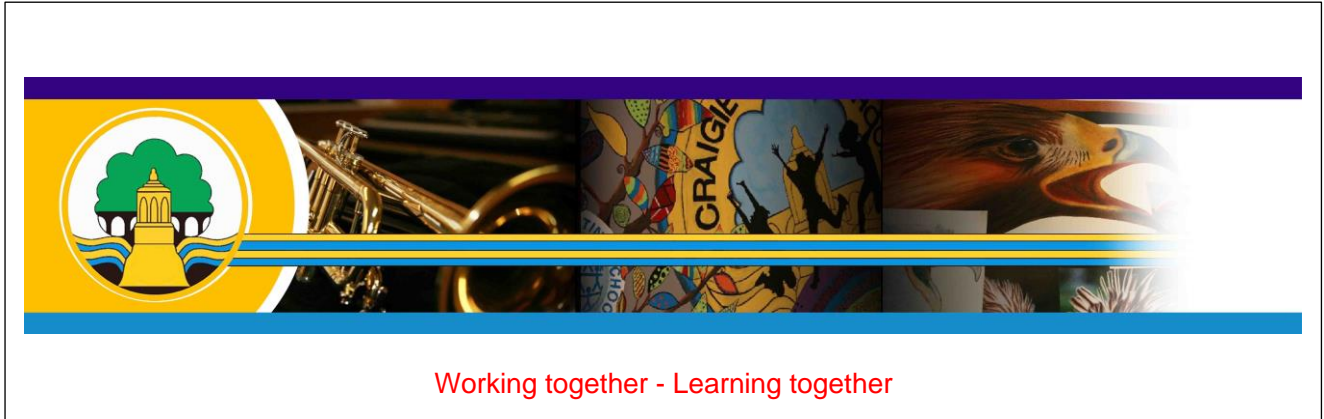


Craigie High School

**School Improvement Report
Session 2020-2021**



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This document shares and celebrates the improvements in our School and embraces all ages and stages.
It is based upon our School Improvement Plan for session 2020 - 2021

School Aims:

School Vision, Values, Aims:

The School has, over the last few years, had 2 main priorities within the School Improvement Plan. These are as follows – By applying Nurture: A Whole School Approach we aim to meet the wellbeing and learning needs of all young people by developing an inclusive, nurturing ethos in all areas of the school **and by providing High Quality Learning, Teaching and Assessment experiences** we aim to improve all young people’s learning experiences by ensuring there is a shared understanding across all staff of what high quality learning, teaching and assessment looks like. During the last session we have combined both of these pillars of improvement into one encompassing vision and that is to **“provide high quality learning, teaching and assessment in a nurturing environment”**.

We aim to deliver these by focusing on the following areas -

1 Learning, Teaching and Assessment

Our aim is to improve all young people’s experiences by ensuring there is a shared understanding across the whole school community of what high quality learning, teaching and assessment is and delivering this to all of our young people across the school.

2 Ethos and Life of our School

Our aim is to meet the wellbeing and learning needs of all young people by providing an inclusive, nurturing ethos in all areas of the school for all pupils. This is supported by our values (see above) which have been agreed upon following consultation with the whole school community.

3 Personal Support

Our aim is to provide high quality individualised support to all of our young people in line with the principles of GIRFEC and the UNCRC to allow them to achieve the highest levels they are capable of achieving in both academic qualifications and wider achievement opportunities.

4 Assessment, Attainment and Achievement

We aim to share the purpose and context of learning with all of our young people and include them as partners in their learning to ensure that they know what they are learning, why they are learning and what they need to achieve in order to be successful.

5 Leadership Opportunities and Development for all members of the school community

Our aim is to have a highly motivated and trained staff who are able to encourage and engage pupils and to raise standards and expectations of the achievement, attainment and participation of all learners

6 Working with Partners

Our aim is to continue to develop our successful partnerships to support interventions for young people enabling them to believe they can achieve the highest level they are capable of. This includes partners supporting health and wellbeing, DSYW and wider achievement opportunities.

The last 2 years has resulted in a number of areas focused on COVID Recovery Planning and the main priorities are in relation to -

- Improve the confidence of all staff to review their progress and performance (self evaluation)
- Extend our digital offer to pupils to support pupil engagement in learning (digital learning)
- Identify and address gaps related to COVID absence from school (improved engagement in learning)
- Focus on the mental health and wellbeing of our pupils by providing appropriate support (nurturing approaches to wellbeing)
- Increase use of digital platforms for course choice to improve engagement of parents/carers in the course choice process

Context of the school

Craigie High School has been serving the communities of Craigiebank, Douglas and Mid-Craigie in the east of Dundee, Scotland for over 45 years.

Our aim is to provide high quality experiences for our young people in a culture of tolerance, understanding and fairness. We aim to provide our young people with the skills they will need to be successful in achieving and sustaining a positive destination.

Our core purpose is to raise the attainment and achievement of all of our pupils through high quality learning and teaching in a nurturing and inclusive environment.

Our values are:

RESPECT
EQUALITY
DETERMINATION
RESPONSIBILITY
HONESTY

We show **RESPECT** by being polite, kind and considerate towards each other and recognising that everyone has value in our school community.

EQUALITY is valued because we recognise, understand and treat each other with respect regardless of our differences.


We show **DETERMINATION** by building our resilience to cope with and overcome barriers to learning and by doing our best at all times.

Pupils are encouraged to take personal **RESPONSIBILITY** for their learning and their behaviour towards others

We show **HONESTY** by accepting the role everyone plays in making the school community a safe, happy and nurturing place to be.


We provide a broad range of opportunities for wider pupil achievement and aim to ensure that all pupils achieve their potential underpinned by an inclusive school ethos.

Attendance Data

	2017/18	2018/19	2019/20	2020/21	
Craigie High School	86.40%	87.59%	84.41%	88.42%	

19/20 drop in attendance was related to the early onset of the COVID pandemic. The work with families and young people to support a return to school has resulted in the continued trend of improvement and attendance continues to be a school improvement priority for this session. The Pupil Equity Fund (PEF) Educational Resource Worker has contributed to this improvement.

Exclusion Data

	2016/17	2017/18	2018/19	2019/20	2020/21	
Craigie High School	231.7	192.6	155.3	89.3	58.9	

Work done within the school in relation to interventions to support young people as well as the nurture focus on building positive relationships has resulted in a significant reduction in the number of exclusions over the last 5 years. Alternatives to exclusion of young people continues to be a priority area for the school and we have recently appointed an additional PEF funded Pupil Support Worker to further develop a programme to support young people.

Attainment Data 2020- 2021 (percentages)

Levels achieved by the end of S3 (**Broad General Education**)

	Reading	Writing	Talking and Listening	Numeracy
	%	%	%	%
L1 or better	98	98	98	98
L2 or better	89	89	88	92
L3 or better	69	69	69	68
L4	30	30	31	33

Attainment Data 2020-2021 (percentages)

Levels achieved in the **Senior Phase (S4-S6)**

All SQA results for session 20 - 21 were awarded using the SQA's Alternative Certification Model (ACM). The awards, based on provisional results based on assessment evidence gathered throughout the school session using advice and support from the SQA.

S4 SCQF Level 4 or better

Diet

Awards at A-C	2016	2017	2018	2019	2020	2021	
1 or more	81%	87%	90%	74%	85%	89%	
2 or more	74%	81%	79%	72%	74%	82%	
3 or more	61%	74%	69%	61%	63%	75%	
4 or more	52%	56%	50%	51%	49%	66%	
5 or more	31%	31%	27%	28%	26%	45%	
6 or more	14%	11%	9%	9%	14%	21%	

SCQF Level 5 or better

Diet

Awards at A-C	2016	2017	2018	2019	2020	2021	
1 or more	46%	63%	54%	53%	60%	67%	
2 or more	33%	50%	36%	39%	50%	54%	
3 or more	25%	42%	23%	30%	42%	39%	
4 or more	23%	30%	18%	20%	28%	31%	
5 or more	15%	15%	9%	8%	18%	22%	
6 or more	12%	8%	6%	4%	11%	14%	

S5**SCQF Level 5 or better**

Diet

Awards at A-C	2016	2017	2018	2019	2020	2021	
1 or more	70%	54%	67%	67%	60%	64%	
2 or more	62%	45%	60%	51%	49%	58%	
3 or more	51%	35%	55%	40%	45%	54%	
4 or more	37%	28%	48%	32%	37%	52%	
5 or more	31%	25%	42%	22%	28%	46%	
6 or more	23%	21%	36%	19%	24%	37%	

SCQF Level 6 or better

Diet

Awards at A-C	2016	2017	2018	2019	2020	2021	
1 or more	34%	26%	45%	26%	31%	43%	
2 or more	23%	19%	36%	15%	20%	37%	
3 or more	12%	15%	21%	10%	14%	23%	
4 or more	8%	7%	14%	4%	6%	14%	
5 or more	3%	4%	7%	1%	4%	8%	

S6**SCQF Level 5 or better**

Diet

Awards at A-C	2016	2017	2018	2019	2020	2021	
1 or more	72%	72%	55%	71%	69%	63%	
2 or more	65%	66%	46%	64%	58%	51%	
3 or more	56%	59%	36%	56%	50%	49%	
4 or more	48%	46%	32%	50%	46%	43%	
5 or more	42%	39%	28%	45%	36%	37%	
6 or more	34%	34%	23%	40%	29%	35%	

SCQF Level 6 or better

Diet

Awards at A-C	2016	2017	2018	2019	2020	2021	
1 or more	45%	41%	27%	46%	38%	39%	
2 or more	33%	29%	21%	40%	28%	33%	
3 or more	25%	23%	19%	31%	19%	25%	
4 or more	19%	19%	15%	21%	17%	18%	
5 or more	16%	11%	15%	14%	13%	12%	

SCQF Level 7 or better

Diet

Awards at A-C	2016	2017	2018	2019	2020	2021	
1 or more	10%	11%	7%	16%	10%	11%	
2 or more	3%	5%	2%	5%	5%	1%	
3 or more	1%	2%	0%	2%	1%	0%	

Review of Improvement Progress for Session 2020-2021

School Improvement Priority 1:

Support the development of high standards and expectations of the engagement, achievement and attainment of all learners by improving the consistency of effective leadership at all levels.

Progress and Impact:

We have

- increased the opportunities for both staff and pupils to take part in leadership training and development.
- Extended the involvement of both pupils and staff in self evaluation tools designed to improve outcomes for learners
- Reviewed and improved our Departmental Attainment Review Processes to review all aspects of departmental strengths and areas for improvement
- Increased the expectation and ability of all staff in using data to inform improvement

Next Steps:

- Embed the use of the pupil version of How Good is Our School to widen opportunities for pupils to contribute and have their say in identifying priorities for next year's School Improvement Plan.
- Continue to work with partner agencies to provide further opportunities for staff and pupils to undertake leadership activity and development eg ROC , MVP, CLD
- **Improve the confidence of all staff in reviewing their progress and performance and identifying actions for improvement (self evaluation)**

School Improvement Priority 2:

Improve young people's experiences by developing and applying a shared understanding across all staff of high quality learning, teaching and assessment strategies

Progress and Impact:

We have

- Provided a range of training and support for staff focusing on planning for learning and a range of pedagogical approaches such as quality of questioning,
- Embedded the use of the Craigie Learning Standard to ensure a standardised approach across the BGE to all lessons
- Devised and implemented a Craigie Skills Set based on SDS Skills 4.0 to embed skills development and improve the relevance and transfer of skills for learning

Next Steps:

- To increase the understanding of the links between our Craigie Skills Set and their impact for life, learning and work
- To continue to expand the knowledge and understanding of pupils and staff of learning, teaching and assessment approaches in all curricular areas with a particular focus on pupils in the broad general education (s1-S3)
- **Extend our digital offer to pupils to support pupil engagement in learning (digital learning)**

School Improvement Priority 3:

Continuing to develop our approaches to monitoring and tracking to ensure all young people make the best possible progress in learning and improve the attainment and achievement across all stages

Progress and Impact:

We have

- Created a Learning Zone and a Community learning Zone to support our young people who have significant barriers to learning are in danger of not achieving their full potential to ensure they can access the highest level of learning contributing to achieving the maximum number of qualifications possible.
- Revisited our whole school Monitoring and Tracking Mechanism to make it more effective and accessible to support staff and young people in tracking their levels of achievement and progression towards the next stage in their learning at both BGE and senior level.
- Embedded a monitoring and tracking process in all departments within the school that feeds into the whole school monitoring and tracking system

Next Steps:

- Through our Attainment Hub/Wider Achievement Programme maximise opportunities for young people to access alternative learning experiences
- Continue collaborative work with the Rotary and DCC on the Leading Learners Programme to target young people who require some additional input from Mentors to keep them on track.
- Implement our Every Dundee Learner Matters Project with a STEM focus and improving attainment in numeracy
- [Identify and address gaps related to COVID absence from school \(improved engagement in learning\)](#)

School Improvement Priority 4:

Ensure that the wellbeing and learning needs of every young person are met by continuing to develop an inclusive, nurturing ethos in all areas of the school

Progress and Impact:

We have

- Established successful strategies to reduce the number of pupils excluded from school
- Established clear processes and procedures for universal, targeted and specialist support
- Use our PEF funding to put in place an Acting Principal Teacher of Inclusion to work with staff to embed the good practice model of ESA provision to support ASN pupils in mainstream
- Provided staff training on ACES, de-escalation strategies, trauma informed practice and the 6 principles of nurture in changing classroom practice
- Worked with our Educational Psychologist to deliver awareness raising with the majority of staff and training sessions with almost all staff on restorative approaches.
- Increased the engagement with parents and pupils post lockdown on the issues concerning them and putting interventions in place to help.

Next Steps:

- Launch our new climate for learning process across the school following consultation with staff pupils and parents
- Evaluate the impact of interventions of pupils using the Glasgow Motivation and Wellbeing Profile (GMWP)
- To build on and expand the training on restorative practices
- Review all school processes and procedures related to UNCRC and work toward becoming a Character Education School
- Use our recently appointed PEF funded Pupil Support Worker to work with pupils and staff to support pupils in de-escalation strategies
- Focus on the mental health and wellbeing of our pupils by providing appropriate support (mental health and wellbeing)

School Improvement Priority 5:

Review and improve the curriculum to ensure all young people expertise appropriate pace, challenge and progression through all stages of learning

Progress and Impact:

We have

- Made good progress in undertaking a critical review of our BGE against the principles of CfE
- Expanded our course choice options to increase our curricular offer to pupils
- Made significant progress in our curriculum development for ESA pupils
- Worked with a number of external partners such as Co-operative Learning Academy and Robert Owen Centre to undertake collaborative action research
- Implemented a number of test of change models and evaluating their impact on pupil outcomes

Next Steps:

- Continue to review the BGE across all departments against the 7 principles of design.
- Expand learner pathways in relation to NPAs and N1-N3 courses for pupils.
- Extend our partnership working with Braeview Academy
- Increase use of digital platform for course choice to improve engagement of parents/carers in the course choice process

Craigie High School Our School Improvement Plan 2021-2022



RESPECT

HONESTY

EQUALITY

RESPONSIBILITY

DETERMINATION

Our School Improvement Plan Priorities 2021-2022

Embed Effective Leadership at all Levels

- Provide a framework for staff to review the quality of their work (quality assurance)
- **Improve the confidence of all staff to review their progress and performance (self evaluation)**
- Embed pupil voice using the How Good Is OUR School framework (pupil voice)
- Improve leadership development opportunities for all pupils (opportunities for young people)

High Quality Learning, Teaching and Assessment

- Create and embed a Craigie Skill Set based on SDS Future Skills Framework (skills development)
- **Extend our digital offer to pupils to support pupil engagement in learning (digital learning)**
- Improve the quality of planning for learning to improve pupil experiences of learning (planning learning)
- Embed a culture of openness in sharing ideas and good practice across all staff (sharing good practice)

Improve attainment for all pupils

- **Identify and address gaps related to COVID absence from school (improved engagement in learning)**
- Increase opportunities for Moderation particularly in the Broad General Education (staff confidence in moderation)
- Review and embed our monitoring and tracking processes to support attainment (monitoring and tracking)
- Increase the use of data across the school to identify gaps and plan interventions for learning (use of data)

Provide a nurturing and inclusive ethos across the school

- Embed the United Nations Rights of the Child across the whole school community (pupil rights)
- Improve pupil presence by reviewing and improving our approaches to attendance (attendance)
- **Focus on the mental health and wellbeing of our pupils by providing appropriate support (mental health and wellbeing)**
- Implement our new Climate for Learning approach to behaviour management (responsibility)

Review and improve our curriculum offer for all learners

- Review our curriculum across the school to ensure young people receive an enriched Broad General Education (pupil entitlement)
- Increase learning pathways for all our learners with a particular focus on National 1- National 3 levels (learning pathways)
- **Increase use of digital platform for course choice to improve engagement of parents/carers in the course choice process**
- Extend our DYW provision across all classes and departments to improve curriculum relevance (developing young workforce)

Items in green have been identified as priorities from our review of learning from the Pandemic and form our COVID recovery plan.



Further Information can be found at:

- [University of Glasgow - Research - Research units A-Z - Robert Owen Centre for Educational Change](#)
- [Mentors in Violence Prevention \(MVP\) - An overview](#)
- [Community Learning and Development \(CLD\) | Dundee City Council](#)
- [DofE - The Duke of Edinburgh's Award](#)
- [Curriculum for Excellence \(Parentzone\) | Info for families | Parenting across Scotland](#)
- [Parentzone Scotland | Parent Zone \(education.gov.scot\)](#)
- [Scottish Qualifications Authority - SQA](#)
- [A summary of STEM resources | Learning resources | National Improvement Hub \(education.gov.scot\)](#)
- [Every Dundee Learner Matters | Dundee City Council](#)
- [Overview of ACEs - Adverse Childhood Experiences \(ACEs\) - Children - Population groups - Public Health Scotland](#)
- [Dundee Educational Psychology Service | Dundee City Council](#)
- [Wellbeing Profile: Glasgow Motivation and Wellbeing Profile \(GMWP\) | Learning resources | National Improvement Hub \(education.gov.scot\)](#)
- [Schools: Pupil attainment: closing the gap - gov.scot \(www.gov.scot\)](#)



National Improvement Framework
<http://www.gov.scot/Publications/2016/01/8314>

HGIOS 4 Self-evaluation
https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK2_NIHeditHGIOS/FRWK2_HGIOS4.pdf

Tayside Plan C&FS
Tayside_Plan 1a.pdf'

Dundee Education Plan
https://www.dundee.gov.uk/sites/default/files/publications/annual_education_plan_2017-18.pdf