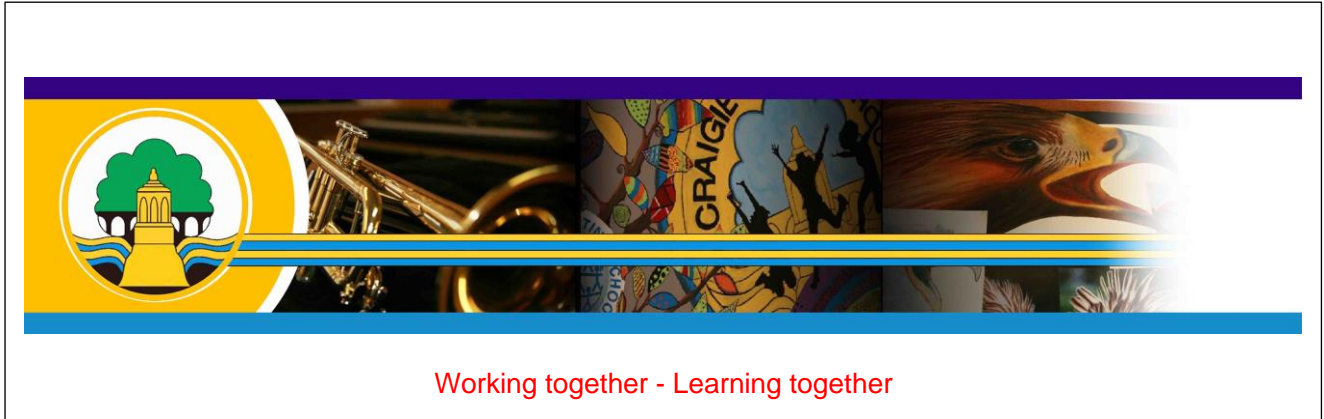**Craigie High School**

School Improvement Report
Session 2021-2022

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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 2022 - 2023

School Aims:

School Vision, Values, Aims:

The School has one overarching aim and that is to provide high quality learning and teaching in a nurturing environment. We aim to provide our young people with a safe and happy learning environment where they can grow and flourish and to celebrate their achievements.

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 below) 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 several years has resulted in a number of areas focused on COVID Recovery Planning and the main priorities were 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.

	2017/18	2018/19	2019/20	2020/21	2021/22	
Craigie High School	192.6	155.3	89.3	58.9	61.5	

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

	2018/19	2019/20	2020/21	2021/22	2022/23	
Craigie High School	87.60%	84.40%	88.40%	83.00%	82.70%	

Attendance continues to be a school improvement priority for this session as is the ongoing work with families and young people to support a return to school. The Pupil Equity Fund (PEF) Educational Resource Worker is now in post and is able to follow up absences with children and their families.

Exclusion Data

	2018/19	2019/20	2020/21	2021/22	2022/23	
Craigie High School	146.1	81.3	56.4	56.5	59.2	

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 2022- 2023 (percentages)

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

|	Reading	Writing	Talking and Listening	Numeracy
	%	%	%	%
L1 or better	97	97	97	98
L2 or better	91	91	91	94
L3 or better	75	73	74	77
L4	42	37	45	42

Attainment Data 2020-2022 (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. The graphs below come from Insight – the Scottish Government's tool for measuring the performance of all young people in the senior phase based on their performance in all SQA related courses and units. The key comparison is between Craigie High School (Orange Bars) and the Virtual Comparator (Grey Bar) which shows how pupils in Craigie have performed against similar pupils across Scotland.
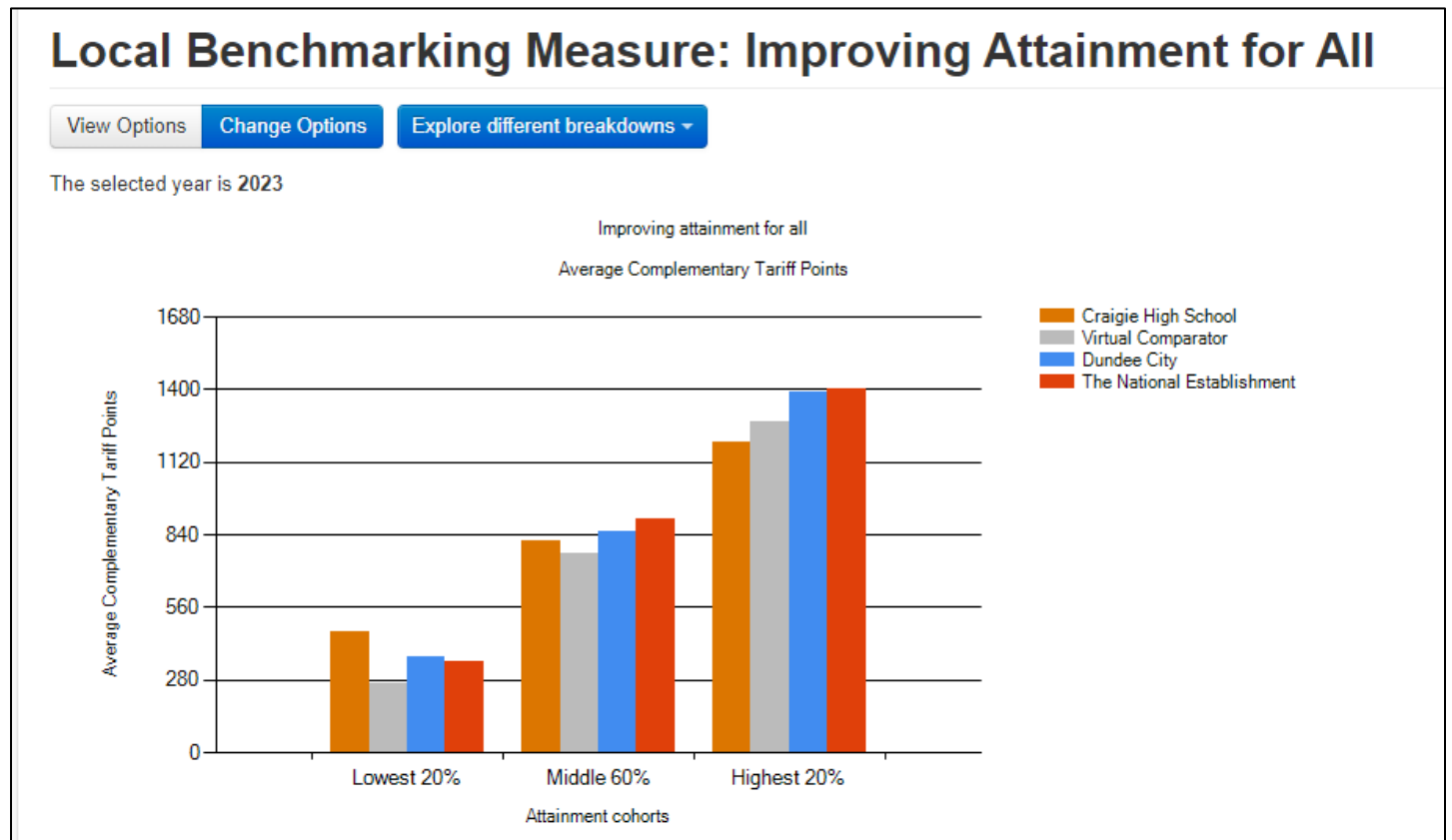
S4 Data
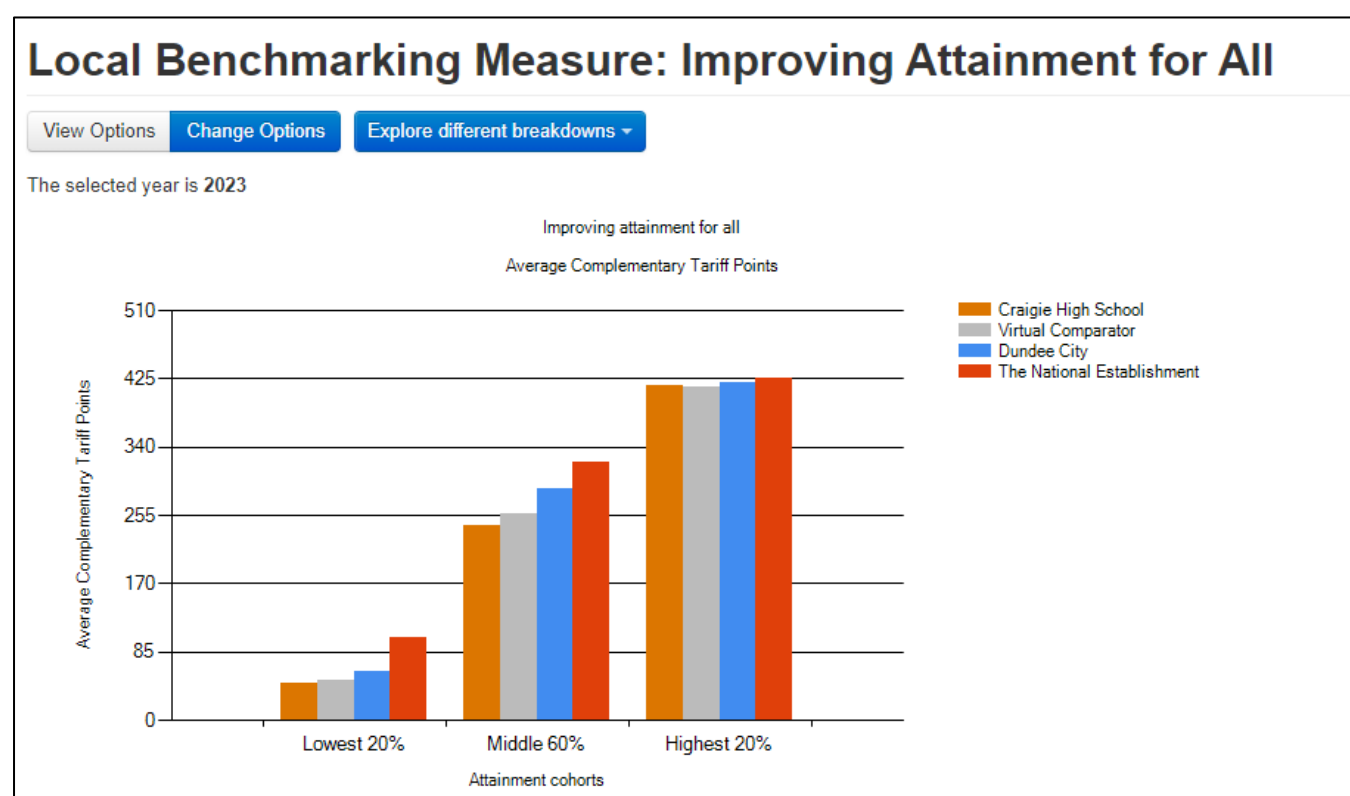
S5 Data
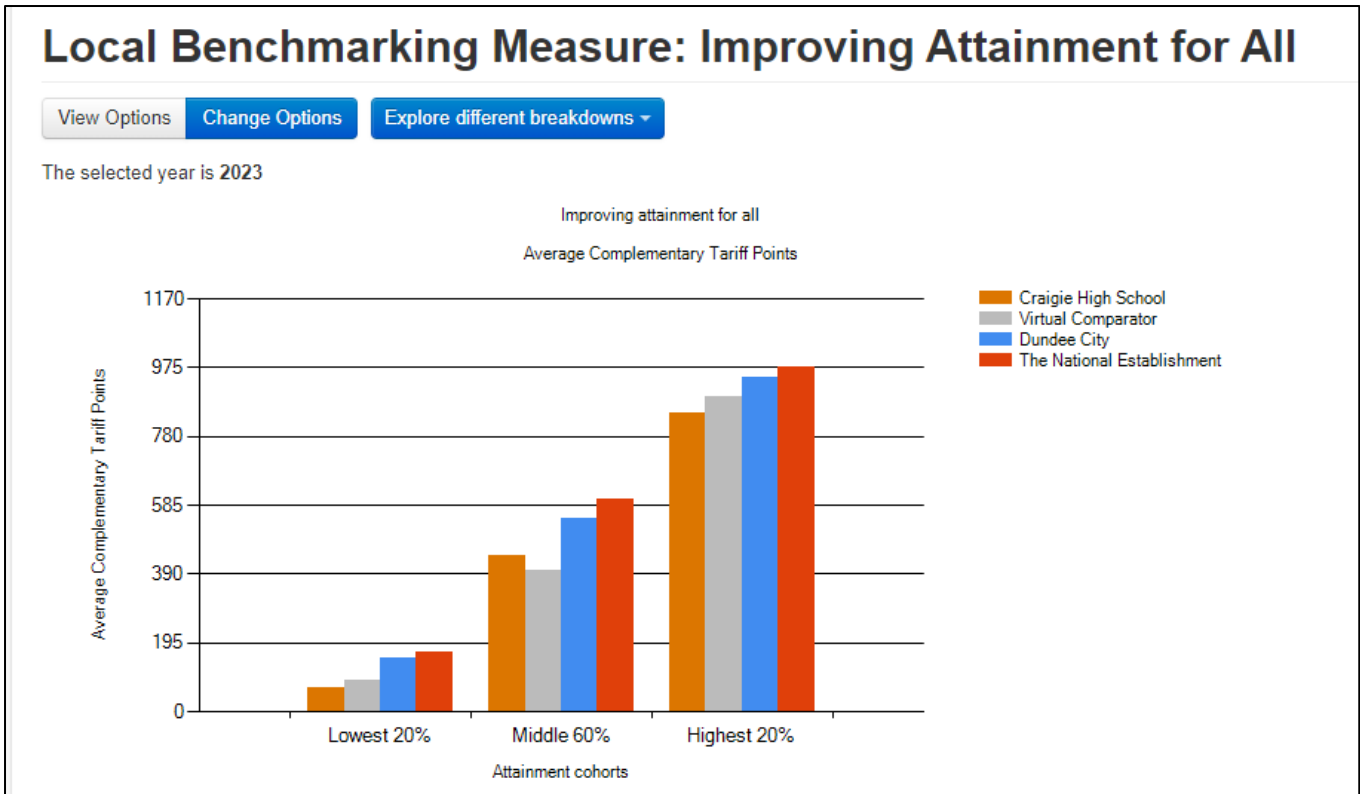
S6 Data

Review of Improvement Progress for Session 2022-2023

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 numbers of both staff and pupils participating in leadership opportunities including involving pupils in creating a Pupil Improvement Plan for the school.
- Extended and developed the language of self evaluation across the school where staff now regularly focus on what differences we are making to the lives of our young people and whether what we are doing is having an impact
- Put in place a programme of leadership activities with Braeview to support the move to the new East End Community Campus in 2025
- All staff are confident in the use of data that we track across the school to better support interventions for young people
- Put in place a range of Practitioner Enquiry Groups using research to support some of our school improvement priorities.

Next Steps:

- Increase opportunities for parents and carers to lead and engage in school improvement – this is a continuing priority from last year
- Improve the confidence of all staff to review their progress and performance through self evaluation against the Standard for Full Registration
- Further embed pupil voice by extending the use of the How Good Is OUR School Framework – this is a continuing priority from last year

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
- We have built an additional ICT suite to provide more access to our young people to support digital learning
- Embedded our Planning for Learning Template to improve the consistency of experience of young people across all departments
- Embedded a Craigie Skills Set based on SDS Skills 4.0 to improve the understanding of young people about the relevance of their learning

Next Steps:

- To work with a programme called Gen+ that will allow young people to track their skills development and produce a Profile at the end of S3
- To continue our work on taking a critical look at our BGE learning and how this prepares young people for success in the senior phase
- Extend our digital offer to pupils to support pupil engagement in learning (digital learning) by achieving for the Digital Schools Award in line with Braeview Academy to support the transition to the East End Community Campus
- Implement a CLPL programme and whole school approach to "Power up your Pedagogy" to support improved learning and teaching methods across the school resulting in a higher quality experience for young people

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
- Extended our Learning Zone and a Community Learning Zone offer to young people who have significant barriers to learning and are in danger of not achieving their full potential.
- We have built on the success of our Attainment Hub by extending the offer to maximise the number of qualifications that young people achieve during their time in Craigie High.
- Revised and extended our whole school Monitoring and Tracking Mechanism to make it more effective and accessible to staff to support learning conversations with young people regarding their progress towards their achievement target
- Embedded a monitoring and tracking process in all departments within the school that feeds into the whole school monitoring and tracking system

Next Steps:

- Continue to focus on targeted groups of young people such as our highest attaining pupils and our learners who are at risk of not achieving their full potential to ensure all achieve the highest level of attainment that they can
- Improve the use of data to improve attainment particularly in literacy and numeracy levels achieved by the end of S3
- Build on our attendance tracking system to ensure early intervention for pupils who need to increase their attendance levels

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 – this continues to be a priority every year
- Worked with staff to ensure that there are clear processes and procedures for universal, targeted and specialist support and that all staff understand what these are
- Used 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 additional 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.
- Consulted with staff and pupils and introduced a new Relationships for Learning Policy that reflects a restorative approach to classroom management

Next Steps:

- Evaluate and review our Relationships for Learning Policy
- Continue to evaluate the impact of interventions of pupils using the Glasgow Motivation and Wellbeing Profile (GMWP)
- To work with Braeview to align both schools Relationships for Learning Policy ready for the transition to the new East End Community campus
- Align school processes and procedures related to UNCRC and work toward becoming a Rights Respecting School at a cluster level
- Use our recently appointed PEF funded Pupil Support Worker to work with pupils and staff to support pupils in de-escalation strategies

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

- Expanded our course choice options to increase our curricular offer to pupils including extending our range of National Progression Awards
- Continued to make significant progress in our curriculum development for ESA pupils and their attainment
- Embedded our Every Dundee Learner Matters strategy of teaching numeracy in a STEM context and put this in place for all S1 and S2 pupils
- Focused on embedding our Developing the Young Workforce to increase relevance of lessons for our young people

Next Steps:

- Continue to review the BGE across all departments against the 7 principles of design.
- Continue to explore National Progression Awards for a targeted group of young people in school
- Extend our Developing Young Workforce provision across all classes and departments
- Work with Braeview t align BGE curriculum to support a smooth transition to the East End Community Campus
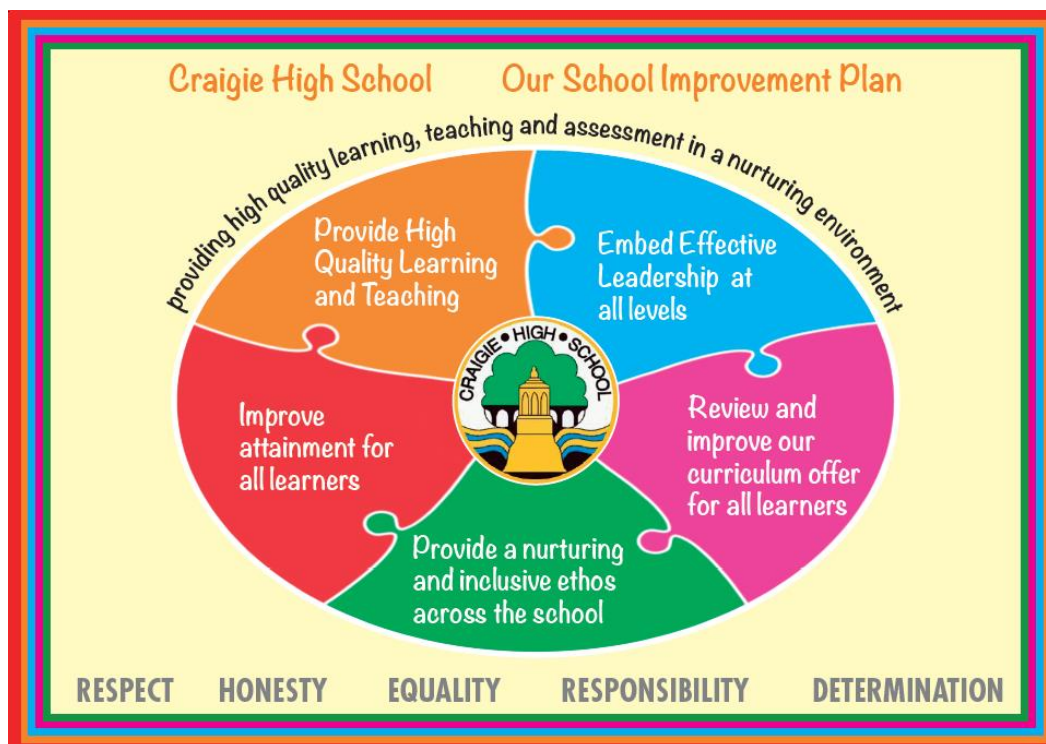
Our School Improvement Plan Priorities 2023-2024

Embed Effective Leadership at all Levels

- Increase opportunities for parents to lead and engage in the School Improvement agenda. (Parental Involvement)
- 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

- Embed a Craigie Skill Set based on SDS Future Skills Framework (skills development)
- Embed the core digital skills of pupils by achieving the Digital Schools Award (digital learning)
- Widening the opportunities for staff to undertake and share research-based activities to improve practice/pedagogy. (Professional Development)
- Ensure planning for learning includes meeting learners needs how to progress to the next level of learning. (Meeting Learners needs)

Improve attainment for all pupils

- Interrogate and analyse data to plan for improvement in attainment. (Using Data for Improvement)
- Improving the levels achieved in Literacy and Numeracy by the end of the BGE. (Literacy & Numeracy)
- Supporting all our learners to achieve their full potential with a particular focus on the gaps identified by our Insight data. (Increase Attainment)

Provide a nurturing and inclusive ethos across the school

- Embed the United Nations Rights of the Child by achieving the Rights Respecting School Award (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 Relationships for Learning framework with an added focus on celebrating success (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)
- Extend our DYW provision across all classes and departments to improve curriculum relevance (developing young workforce)

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.dundeecity.gov.uk/sites/default/files/publications/annual_education_plan_2017-18.pdf |