



School Improvement Plan

2022 - 2023

Aspiration, Achievement, Attainment

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Introduction

In response to the revised requirements on improvement planning contained within the statutory guidance 'Standards in Scotland's Schools etc Act 2000' (as amended 2016), education authorities must prepare and publish annual plans describing the steps they intend to take to enhance equity and support school improvement, with a view to achieving the strategic priorities of the [National Performance Framework](#). It is a duty under the Education (Scotland) Act 2016 to submit this plan to Scottish Ministers by the end August each year.

National Context

The vision for Education in Scotland

- Excellence through raising attainment: ensuring that every child achieves the highest standards in literacy and numeracy, as well as the knowledge and skills necessary to shape their future as successful learners, confident individuals, responsible citizens, and effective contributors;
- Achieving equity: ensuring every child has the same opportunity to succeed, with a particular focus on closing the poverty related attainment gap.

We need Scottish education to deliver both excellence in terms of ensuring children and young people acquire a broad range of skills and capacities at the highest levels, whilst also delivering equity so that every child and young person should thrive and have the best opportunity to succeed, regardless of their social circumstances or additional needs. In order to achieve this, we are working with our partners to develop an empowered and collaborative system, where everyone's contribution is heard and valued and improving children and young people's outcomes is at the heart of everything we do.

Key priorities of the National Improvement Framework:

<https://public.tableau.com/app/profile/sg.eas.learninganalysis/viz/NIFInteractiveEvidenceReport/Contents>]

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

Six drivers for improvement identified as making the difference. These are:

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

Local Context

This is our four full academic year. Over the last three and half years we have been on a journey of improvement to meet the needs of a unique neuro-diverse school age population (11-18) here at MHA Dunkeld. We are currently going through the process of registration with HMIe to amend our age range to 5 to 18 years.

Over the course of the last three years we have achieved transformational change of the school's physical environment,

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including learning, social and administration. We have developed our Ethos and Culture, an underpinning philosophy, and a staff team with relevant skillsets.

Literacy, Numeracy, Health and Wellbeing

All staff members have responsibilities to develop core skills of literacy, numeracy and health and wellbeing across learning. All teachers at MHA, Dunkeld are working together to ensure a consistent approach to the development of literacy, numeracy and health and well-being.

These three areas are of key importance to our children and young people's development and underpin all aspects of learning. In Curriculum for Excellence, it is the responsibility of all teachers to contribute to the development of these three areas in their teaching, irrespective of the subject they are delivering.

Health and Wellbeing at the heart everything we do at MHA, Dunkeld

At MHA, Dunkeld, our curriculum aims to provide opportunities to enable our children and young people to achieve their full potential, both as learners and individuals. Our overall objective is for our children and young people to become:

- confident individuals
- effective contributors
- successful learners
- responsible citizens

The 4 capacities were designed to produce a more rounded education with broader achievements being recognised alongside academic attainment.

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Our Mission

To achieve the best personalised outcomes for children and young people through positive, nurturing relationships developed across our education, fostering, residential and psychological services.

Our Vision

Every child and young person enjoys positive health and wellbeing; and the best opportunities for learning, life and work.

Our Values

- Acceptance,
- Innovation,
- Resilience,
- Empowerment,
- Responsiveness

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Key Achievements and Performance 2021/22

[Standards & Quality Report](#)

Key Areas of Focus for Session 2022/23

As a result of our ongoing self-evaluation activity, we have identified our key areas of focus will be:

1. Health and Wellbeing
2. Curriculum and Learning for Sustainability
3. Use of Assessment & Monitoring Learners' Progress
4. Learning, Teaching and Professional development

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Detailed School Improvement Plan 2022/23

Priority 1: Health and Wellbeing

QI 3.1 Ensuring wellbeing, equality and inclusion, Themes: Wellbeing; Fulfilment of statutory duties; Inclusion and equality

QI 3.2 Raising attainment and Achievement, Themes: Attainment over time; Overall quality of learners' achievement; Equality for all learners

QI 2.6 Transitions, Themes: Arrangements to support learners and families; Collaborative planning and delivery; Continuity and progress in learning

Intended Outcomes/Impact	Actions	Timescale	Resources	Responsibility
<p>Ensure all children and young people understand and use their strategies for self regulation, supported by staff. Which inturn should reduce the impact of incidents.</p> <p>Ensure all children and young people are gaining opportunities to built in confidence & resilience in a range of social settings</p>	<p>All CYP are supported by staff to have clear targets and outcomes within their bespoke My Profiles, inc. My Learning Journey, My Wellbeing Plan, Pen Picture and Individual Behaviour Support Plan</p>	<p>22/23</p>	<p><i>Putting Learners at the Centre: Towards a Future Vision for Scottish Education</i> Link to document</p> <p>Life space interviews</p> <p>Sensory outdoor activities</p> <p>Individual <i>My Profile/My Wellbeing Plan</i></p>	<p>All Staff supported by SLT</p>
<p>All staff implement and feel confident using <i>Individual Behaviour Support Plans</i> (IBSP's).</p>	<p>Organise staff development workshops to take forward</p>	<p>Academic Year 22/23</p>	<p><i>Individual Behaviour Support Plans (IBSP's)</i></p>	<p>All staff</p>

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<p>All staff have undertaken and engaged in a range of professional training and learning opportunities to enable them to support children and young people develop their emotional regulation and reduce anxieties,</p>	<p>Key Teacher/s to ensure our CYP are aware of the agreed IBSP's. Evaluate and review on a regulate basis</p>		<p>Collegiate Calendar</p> <p>Termly Support & Development Meetings</p> <p>Annual PRD's Individual Support staff Reviews</p> <p>PSI Team QA Cycle</p>	<p>supported by SLT and PSI</p>
<p>Ensure our environment meets the needs of our neurodiverse cohort to reduce sensory overload for children & young people.</p>	<p>Complete the National Autistic Society (NAS) environment audit across the school campus</p> <p>Undertake the NAS Audit and complete draft Action Plan</p> <p>Support visit from NAS to be agreed and implemented</p> <p>Preparation for NAS Accreditation Assessment - November 2023</p>	<p>September 2022</p> <p>October/ November 2022</p> <p>Term 3 22/23 and Term 1 23/24</p>	<p>NAS sensory audit paperwork</p> <p>National Autistic Society documentation and portal</p> <p>NAS Consultant</p>	<p>All staff supported by SLT</p> <p>SLT</p> <p>All staff supported by SLT</p>

Priority 2: Curriculum and Learning for Sustainability

QI 1.2 Leadership of Learning, Themes: Children and young people leading learning

QI 2.2 Curriculum, Themes: Themes: Rationale and design; Development of the curriculum; Learning pathways; Skills for learning, life and work

QI 2.3 Learning, teaching and assessment, Themes: Learning and engagement; Quality of teaching; Professional engagement and collegiate working

Intended Outcomes/Impact	Actions	Timescale	Resources	Responsibility
<p>School leaders provide clear direction through long term planning for ongoing development of the curriculum,</p> <p>Bespoke curriculum pathways are in place for children and young people,</p>	<p>Organise staff development workshops to take forward curriculum development,</p> <p>Continue to design and deliver bespoke curriculum pathways for S1-S6,</p>	<p>CLPL Workshops throughout the academic year</p>	<p>Collegiate Calendar</p> <p>Planning proformas <i>My Profile's</i>, inc <i>My Learning Journey</i></p> <p>QA Cycle</p>	<p>SLT</p> <p>All staff supported by SLT</p>
<p>Regular moderations in place to ensure we have improved standards and consistency of delivery</p>	<p>Regular meetings</p> <p>Having a internal verification process</p> <p>Evidence/recording meeting feedback</p>		<p>Collegiate Calendar</p> <p>IV Protocol</p> <p>QA Cycle</p>	<p>DHofE with teachers & tutors</p>
<p>Bespoke curriculum pathways are in place for children and young people, including ASDAN qualifications to optimised to provide well planned</p>	<p>Create leadership opportunities for staff team</p>		<p>Collegiate Calendar</p> <p>ASDAN</p>	<p>Lifeskills Instructor and teaching staff</p>

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<p>progressive, curriculum led experiences for all learners,</p>	<p>Develop ASDAN protocol</p> <p>Development of resources for ASDAN support.</p>		<p>Annual PRD's Individual Support & Development Meetings</p> <p>ASDAN Protocol</p> <p>IM Protocol</p> <p>ASDAN Portal</p> <p>Annual PRD's Individual Support & Development meetings</p> <p>QA Cycle</p>	<p>supported by SLT</p>
<p>Develop and implement the Primary curriculum to support smooth transition from P7 into S1</p>	<p>Create leadership opportunity for current teacher</p> <p>Develop infrastructure and resources for children</p>	<p>2022/23</p>	<p>Marketing Plan</p> <p>Collegiate Calendar</p> <p>Annual PRD's Individual Support & Development Meetings</p> <p>Education Scotland Independent School, Registrar</p>	

			QA Cycle	
<p>There is a calendar of learning walks and classroom visits throughout the school academic year</p> <p>Plan and implement per observations</p>	<p>Two Learning walks weeks per term with specific themes</p> <p>Create a Peer Observation Protocol and checklist</p>	Term 1 & 2	<p>Collegiate Calendar</p> <p>Annual PRD's</p> <p>Individual Support & Development Meetings</p> <p>QA Cycle</p>	All staff supported by SLT
<p>The unique setting of the school is optimised to provide well planned progressive, curriculum led experiences for all learners,</p> <p>Children and Young People develop skills for learning, life within the context of the 4 capacities, including 24 curriculum</p> <p>Outdoor learning is a regular, progressive curriculum- led experience for all learners</p>	<p>Further develop the Outdoor Education Curriculum to maximise development of skills and the 4 capacities by implementing plans to reorganise various areas in the outdoor areas:</p> <ul style="list-style-type: none"> • Develop the Poly Tunnel and raised beds, • Implement the fork to fork programme, • Plant the wellbeing woodland, 	June 2023	<p>IDL Planning proformas</p> <p>QA Cycle</p>	All Campus staff supported by SLT

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<p>To continue to build children's & YP's abilities to engage learning through learner participation, taking into consideration the information gathered from tracking and monitoring</p>			<p>Individual CYP's <i>My Profiles</i></p>	
<p>Expand our current curriculum portfolio to ensure we have the depth and breadth to meet the needs of our cohort</p>	<p>Investigate to possible opportunities to introduce the following into our current curriculum:</p> <ul style="list-style-type: none"> • STEM • Expressive Arts • Music Therapy • Woodwork • Different opportunities, such as Lego 	<p>December 2022 to May 2023</p>	<p>Partnership with Perth UHI</p> <p>Expand our specialist tutor staffing cohort</p> <p>Individual CYP Curriculum timetables</p> <p>Individual CYP's <i>My Profiles</i></p> <p>Possible funding opportunities to be investigated to support</p>	
<p>To embrace our additional curriculum resource - Virtual Academy - to support children and young people across the UK to develop skills for learning, life and work</p>	<p>Create a Marketing Action Plan to have a UK launch</p> <p>Enrol 2 - 4 CYP onto bespoke Virtual Academy curriculum pathways</p>	<p>January - June 2023</p> <p>March/April 2023</p>	<p>Marketing Action Plan</p>	<p>SLT supported by Support Services team</p>

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Priority 3: Use of Assessment & Monitoring Learners' Progress

QI 2.3 - Learning, Teaching and Assessment - Themes: Learning and engagement; Quality of teaching; Effective use of assessment; Planning, tracking and monitoring

2.6 Transitions, Themes: Collaborative planning; Continuity and progression in learning

3.2 Raising attainment and achievement, Themes: Overall quality of learners' achievement; Equity for all learners

Intended Outcomes/Impact	Actions	Timescale	Resources	Responsibility
Regular assessment is built into the learning process to inform learner progress	Ensure assessment is an integral part of learning and teaching,	Daily, Weekly, Termly and End of Term	Curriculum Planners QA Cycle	All staff supported by SLT
Ensure learners understand the purpose of their learning Learners are enabled to lead their learning and contribute to their next steps in learning,	Evaluate and review on individual basis	Daily, Weekly, Termly and End of Term	<i>My Profile/My Learning Journeys</i> IEP's Post School Transition Plans ASN Review Meeting	All staff supported by SLT
Teachers evaluate and track learners' progress to inform next steps in learning	Ensure the evidence	Daily, Weekly, Termly and	Collegiate Calendar HGIOS? 4	All staff supported by SLT

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	portfolio to record and track learners' progress to completed regularly	End of Term	Planning Meetings Curriculum Planners Evidence Portfolio	
Provide suitably challenging and well matched learning experiences - interest and needs	Bespoke curriculum pathways	Daily, Weekly, Termly and End of Term	Collegiate Calendar HGIOS? 4 Planning Meetings Curriculum Planners Evidence Portfolio	All staff supported by SLT
Ensure appropriate transition arrangements are in place to raise attainment and well being for all our young people	Working in partnerships with local Colleges, Universities and other suitable post school training providers to plan an implement appropriate additional opportunities and experience for our senior phase young people	Weekly, Termly and End of Term	Colleges, Universities and other post school training providers Skills Development Scotland Adviser Appropriate local Employers for work placement opportunities Individual Post School Transition Planning documents	All staff supported by SLT

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			<i>My Profile, inc. My Learning Journey</i> IEP's	
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Priority 4: Learning, Teaching and Professional Development

QI 1.1 Self evaluation for self improvement, Themes: Impact on learners' successes and achievements

QI 2.3 Learning, Teaching and Assessment - Themes: Learning and engagement; Quality of teaching; Effective use of assessment;

QI 1.2 Leadership of Learning - Themes: Planning for continuous improvement; Implementing improvement and change

QI 1.3 Leadership of Change - Theme: Strategic planning for continuous improvement

Intended Outcomes/Impact	Actions	Timescale	Resources	Responsibility
Improved awareness, skills and knowledge of working with children & young people with ASD, which will support the school working towards National Autism Society (NAS) Accreditation	All staff undertake appropriate NAS modules Attainment to be logged on GTCS and within SSSC	December 2023	Annual PRD's & Reviews Individual Support & Development meetings Collegiate Calendar NAS website and learning portal Moore House Training Academy	All staff, supported by SLT and Training Academy Manager
Improved awareness, skills and knowledge of	All staff to undertake	April 2023	Annual PRD's &	

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<p>working with children & young people with ADHD for all staff, which will support the school working towards ADHD School Friendly Award</p>	<p>ADHD training</p> <p>Attainment to be logged on GTCS and within SSSC</p>		<p>Reviews</p> <p>Individual Support & Development meetings</p> <p>Collegiate Calendar</p> <p>ADHD Foundation website and learning portal</p> <p>Moore House Training Academy</p>	<p>All staff, supported by SLT and Training Academy Manager</p>
<p>Staff to undertake REHIS Elementary Food Hygiene course ensuring we provide suitability challenging curriculum within both Schools</p> <p>Learners are enabled to lead their learning and contribute to their next steps in learning,</p>	<p>Three members of to complete REHIS course</p> <p>Support staff with remission and support</p> <p>Identify Suitable SQA units</p>	<p>January 2023</p>	<p>Annual PDR's & Reviews meetings</p> <p>Individual Support & Development Meetings</p> <p>Moore House Training Academy</p>	<p>Individual staff, supported by SLT and Training Academy Manager</p>

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<p>All staff confident with DDP</p> <p>Increased use of PACE in communicating to children & young people</p> <p>Less meltdowns happier students</p>	<p>Two Staff members to Undertake DDP level 1 course</p>	<p>Annual</p>	<p>Collegiate Calendar</p> <p>MH Training Academy</p> <p>Individual PRD's & Review meetings</p> <p>Individual Support & Development meetings</p>	<p>All staff, supported by SLT and Training Academy Manager</p>
<p>All staff undertake and in engage in Growth Mind training and learning to enable them to support children & young people develop their resilience and become more confident individuals</p>	<p>Organise opportunities for Education staff to train and develop shared understanding and processes to support children and young people,</p> <p>Staff & CYP foster growth mindset (Strength based approach)</p> <p>support more resilient confident children & young people</p>	<p>INSET days</p>	<p>Collegiate Calendar</p>	<p>All staff</p>

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	<p>who are able to see problems or issues as an opportunity to learn.</p> <p>Highlight positive behaviour - Acknowledge & validate CYP positive actions.</p>			
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