



## Douglas Academy Standards and Quality Report 2020-21

### Context of the school:

- School Roll- 1041 pupils
- Teaching staff- 74.85 FTE
- FME (Free Meal Entitlement)- 3.6%
- SIMD (Scottish Index of Multiple Deprivation)- 1-2 4%; 3-4 13%; 5-6 13%; 7-8 19%; 9-10 51%

### Vision, Values and Aims

#### Vision: Values: Aims

We aim to provide an educational experience of the highest quality.

We value our young people and are proud of their many accomplishments. We offer our young people a stimulating and challenging learning and teaching environment and a host of opportunities to achieve in the widest sense.

Our Gaelic school motto is Neart Tre Eolas meaning “Strength Through Knowledge”. We wish our young people to develop strength of conviction, strength of purpose and strength of self. We wish them to become knowledgeable about the world and knowledgeable in the world so that when they leave us they are ready to change the world.

After extensive consultation with the Douglas Academy Cluster our new Cluster Vision is:

#### ***Working Together: Respecting Others: Pursuing Excellence.***

This vision is reflected in our school improvement plan through the following: participation of all stakeholders in our many collaborative activities; a clear link between improvement plan priorities and UNCRC articles which shows our continued commitment to maintaining our Rights Respecting Schools Award Gold Status; and our continued pursuit of both personal and academic excellence in every aspect of school life. Our school values were also part of our consultation and are reflected in the acronym **CARE**. Our core values are:

- Compassion
- Ambition
- Resilience
- Effort

## **Aims**

- Be determined to succeed
- Show respect and concern
- Prepare for tomorrow

## **Context Session 20-21**

Please note, the context for last year's School Improvement Plan was different from previous years due to the COVID-19 situation. Last year's plan was titled 'School Recovery Plan' and this Standards & Quality Report details our progress and impact in relation to this. It is also important to note we experienced significant disruption again last session, which resulted in our school being unable to progress some of our priorities and targets.

### **School priority 1: Health and Wellbeing, including nurture**

#### **Progress and impact:**

- We identified vulnerable young people at the start of our school closure and Guidance Teachers conducted weekly check-ins with learners and families via email, phone calls and Microsoft Teams meetings.
- During the period of school closure, Guidance Teachers also used PSE time as a 'Wellbeing check' to ensure young people were coping with lockdown.
- Our staff monitored pupil engagement in online learning using the Insights application on Microsoft Teams and also by downloading registers. Pupils' attendance and engagement was tracked through a weekly school spreadsheet and issues that were highlighted were acted upon by the Principal Teacher of Guidance or Year Head. This ensured regular conversations took place with young people and their families, and support could be provided to those who required it most.
- We ensured young people with Additional Support Needs were fully supported during lockdown as we knew families would struggle to replicate the support provided in school. We created separate breakout rooms and hidden channels that young people could discretely use with Support for Learning Assistants during remote learning. This ensured they regularly received support with their learning, albeit remotely.
- As part of East Dunbartonshire Council's Digital Inclusion Programme, we identified young people who required access to ICT equipment and internet to ensure they could participate in all lessons remotely. We worked closely with East Dunbartonshire Council colleagues to distribute equipment which ensured young people could continue with their learning.

#### **Next Steps:**

**See School Improvement Plan 21-22**

## School priority 2: Family Engagement

### Progress and impact:

- We ensured there was regular communication with families and pupils through assemblies and Parents' Information Evenings. This allowed us to keep in regular contact with young people to try and maintain important links with our school. We shared our expectations in relation to school remote learning and kept the Parent Forum abreast of important information from The Scottish Government, East Dunbartonshire Council and the SQA.
- We moved to remote methods of self-evaluation during lockdown. We realised the importance of continuing to seek the views of the entire school community as we made the transition from in-school learning to remote learning and vice versa. There were a significant number of changes implemented during this time to learning & teaching; the school day; additional support provision; school counselling etc. Parents/carers and young people were consulted throughout and our feedback from the school community on how we lead and managed each process was commended. Regular communication that was honest and transparent was a key focus for our school during the period of school closure.
- We ensured all young people were fully trained in the use of Microsoft Teams prior to our school closure, which enabled us to make a smooth transition to online learning. This resulted in high levels of engagement amongst young people and very positive feedback from families on the synchronous and asynchronous learning & teaching methods utilised by staff during lockdown.
- We created a school YouTube Channel and staff uploaded Microsoft Teams Support Clips that families could use to help navigate the different functions on Microsoft Teams. The clips included adding Teams to your GLOW Launchpad for quick access to remote lessons; completing an assignment on Teams; how to open and view files on Teams; and posting a comment on Teams.

### Next Steps:

See School Improvement Plan 21-22

## School priority 3: Transitions

### Progress and impact:

- We moved our Primary 7 Transition programme to a remote format during the period of school closure. Weekly assemblies were arranged for our Primary 7 pupils during this period to ensure they maintained regular contact with the school. Remote assemblies continued when we returned to school in April and young people experienced various presentations from both staff and pupils about life at Douglas Academy.
- We arranged enhanced transitions for young people with additional support needs. School visits were arranged individually or for small groups of young people from the same primary school.
- Our annual P7 Parents' Information Evening was delivered over Microsoft Teams and over 130 parents & carers attended.
- We produced an interactive presentation for young people and their families that provided detailed information about Douglas Academy. This included clips from young people speaking about their

experience in school and a virtual tour of the building so young people could familiarise themselves with the school environment.

- We developed a support programme for Newly Qualified Teachers to ensure they were fully supported in their transition to full registration as a teacher. Our sessions were delivered by staff and included professional learning opportunities covering a wide range of areas. The programme included professional learning in Behaviour Management; Reporting and Parents' Evenings; Recording Assessment; Working with Guidance; Raising Attainment; Health & Wellbeing; Active Learning; Differentiation & STEM; Vocal Health; Building Positive Relationships; Practical Classroom Management; Application Preparation; and Interview Preparation.

**Next Steps:**

**See School Improvement Plan 21-22**

**School priority 4: Continuing to ensure equity, excellence and educational continuity**

**Progress and impact:**

- Our staff Professional Learning Programme was interrupted due to our school closure, however, we took the opportunity to move this to a remote format and delivered relevant professional learning during our in-service days. This was focused on improving staff Digital Literacy skills in preparation for delivering lessons online, if required. This was led by staff in our Digital Literacy Group who developed a series of Teams Training materials that staff could work through at their own pace and improve their knowledge and skills in relation to the various applications and functions on Microsoft Teams.
- Our school closure last session required all staff to engage in online lessons with young people. Although our staff interacted with young people and delivered learning experiences in a variety of ways, staff feedback highlighted live online lessons was an area they wanted to improve. Staff were motivated and enthusiastic about delivering lessons live, so we provided support by sharing good practice across the school, both formally and informally. Our Digital Literacy Group members were identified as lead specialists and provided support to staff within their 'digital team'. Further information gathered from staff and pupils highlighted issues with young peoples' engagement online. Attendance at lessons was excellent, however, participation and actively contributing to the lesson varied across the school. In order to identify key online learning & teaching strategies that encouraged young people to participate in a remote learning environment, we arranged an 'Online Lesson Study', which is a method for researching the effectiveness of different learning & teaching strategies. The statement of focus for this inquiry was ***'enhancing pupil engagement and accountability during online lessons'***. It was evident that the shift to an isolated virtual environment posed different challenges, however, the staff involved highlighted that discussions around the planning of lessons was thorough and the process encouraged them to work collaboratively to share ideas, challenge their thinking and confidently adjust their teaching methodologies.
- Our approaches to self-evaluating learning & teaching in-school and online have been featured nationally. Our participation in, and experience of Lesson Study, was featured in the August publication of GTCS 'Teaching Scotland' and Education Scotland highlighted our online Learning & Teaching approaches in their overview of good practice document ***'National Overview of Practice in Remote Learning- Supporting pupil engagement, participation and motivation'***. We were very proud that our hard work and creative thinking was recognised by these National education bodies.

- Our Principal Teachers of Learning Recovery worked closely with young people and families who were required to self-isolate. Each PT had direct responsibility for two year groups, which allowed them to make weekly contact and support every learner who was working from home. We developed a 'Learning Continuity Policy' that was shared with all families. An overview of S1/2 work on Teams was also produced so young people knew how to access work on their Class Team for each subject. In terms of Learning Continuity for young people who were self isolating, they received a notification they had been added to a Learning Recovery Team; Parents/Carers were e-mailed an overview document detailing where work was uploaded for each subject to help support pupils; and weekly check-in meetings were organised for pupils to attend on Teams, during which they could ask questions about any issues they were having in relation to accessing work. If they experienced any problems, they made contact with their designated PT Learning Recovery in the first instance, who would then meet with them and resolve any issues. We were very conscious that young people who were isolating had already experienced periods of isolation during lockdown, so their weekly check-ins provided the opportunity to chat with friends and keep connected with school life.

**Next Steps:**

**See School Improvement Plan 21-22**

### Key priorities for improvement planning 2020-21

No	Improvement Priority	Target
1	Improve the health & wellbeing of young people and staff, with a particular focus on addressing issues that have arisen due to lockdown, COVID-19 and the return to school	- Develop a Health and Wellbeing Action Plan that improves wellbeing across the school community through various targeted and universal interventions
2	Improve learners' experiences by facilitating quality collaborative inquiry opportunities for staff	- Embed a cross-curricular approach to Lesson Study that increases opportunities for staff to work collaboratively across departments, researching learning & teaching strategies
3	Develop and implement an enhanced support programme at key transition points to ensure young people experience a positive learner journey that begins in S1 and culminates in a Positive Destination	- Create increased opportunities for and participation in, work-based learning and employer engagement for pupils, with a specific focus on leavers and vulnerable young people in the Senior Phase - Create a blended P7 transition programme that fully supports young people in their transition to Douglas Academy
4	Develop and implement a whole school strategic approach to self-evaluation	- Develop and implement a co-ordinated approach to self-evaluation across the school - Increased pupil engagement with How Good is Our School through participation in student councils/parliament to ensure young people are effectively contributing to school improvement - Increased opportunities for parental engagement in relation to whole school self-evaluation to ensure

		parents/carers effectively contribute to whole school improvement priorities
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## What is our capacity for continuous improvement?

### NIF quality indicators

Quality indicator	School self-evaluation	Inspection / Authority evaluation ( If available)
1.3 Leadership of change	Very Good	
2.3 Learning, teaching and assessment	Very Good	
3.1 Ensuring wellbeing, equity and inclusion	Very Good	
3.2 Raising attainment and achievement	Excellent	