Summarised inspection findings

Dalkeith High School

Midlothian Council

22 May 2018

School Name   Dalkeith High School
Council: Midlothian Council
SEED number: 5545838
Roll (Sep 2015):   775

Attendance in 2016/17 of 91% is in line with the national average of 91%.

In February 2017, 13% of pupils were registered for free school meals, which is in line with the national average of 14%.

In September 2016, 5<10% of pupils lived in the 20% most deprived data zones in Scotland.

In September 2016, the school reported that 24% of pupils had additional support needs.

Key contextual information

Dalkeith High School is a non-denominational secondary school which serves pupils from the Dalkeith area of Midlothian.

Dalkeith High is part of Dalkeith Schools Community Campus, along with St David's RC High School and Saltersgate School. Saltersgate School supports children and young people with additional support needs.

Dalkeith High School has four associated primary schools.

1.3 Leadership of change	good

This indicator focuses on collaborative leadership at all levels to develop a shared vision for change and improvement which is meaningful and relevant to the context of the school within its community. Planning for continuous improvement should be evidence-based and linked to effective self-evaluation. Senior leaders should ensure the need for change is well understood and that the pace of change is appropriate to ensure the desired positive impact for learners. The themes are:

- developing a shared vision, values and aims relevant to the school and its community
- strategic planning for continuous improvement
- implementing improvement and change

- Staff, learners and parents have developed a shared vision and values for the school, which promote success for young people in an inclusive, respectful and stimulating environment. Senior leaders and staff should continue to work together to ensure the values are understood and demonstrated by all learners in their day-to-day learning.

- The headteacher (HT) has high expectations and a clear vision for change. She has been in post for almost three years and is developing her leadership skills well. She is participating in the Scottish College for Educational Leadership Excellence in Headship programme and taking on additional leadership responsibilities with School Leaders Scotland. The HT, along with other senior leaders, is promoting and developing a culture of distributed leadership at all levels.

- The culture of self-evaluation is developing well. Examples of practice include senior staff carrying out 'learning walks' and peer-trio visits. Staff are ready now to participate in more formal classroom observation visits, as planned. These are due to commence later this session.

- Staff are benefiting from well-planned personal review and development processes. Career-long professional learning, linked to both the General Teaching Council for Scotland standards and agreed school improvement priorities, is also planned effectively. A few staff are completing masters-level work linked to educational improvement. An educational reading research group supports staff's knowledge of current educational innovation. Staff could reflect further on how professional learning activities can be aligned more closely to intended outcomes for young people.

- Staff across the school contribute successfully to educational improvement and change. For example, they lead curriculum developments, including the creation of new courses and the implementation of National Qualifications coursework. Staff benefit from their work as Scottish Qualifications Authority (SQA) markers and subject verifiers. This is helping them to improve their understanding of standards. The Quality Assurance and Moderation Support Officer is also supporting staff to share moderation standards better. Almost all staff influence and contribute to school improvement planning, through their participation in working groups and self-evaluation activities.

- Commendably, the SIP for 2017-18 balances national and local priorities for improvement well and outlines processes to support specific aspects of improvement. Further work is needed

now to ensure that all senior leaders and staff monitor the implementation and impact of these processes in a well-planned, regular way.

- Within the SIP for 2017-18, the school priority to improve the employability skills and sustained positive school leaver destinations is identified clearly. However, staff have yet to develop a detailed Developing the Young Workforce action plan. Whilst Career Management Skills (CMS) are incorporated effectively in some lessons, awareness and use of the Career Education Standard, the Work Placement Standard and Labour Market Intelligence need to be developed further and more consistently across the school. Senior leaders encourage and support the development of creativity and innovation through new coursework linked to skills for work.

- Overall, pupil leadership is developing well across the school. Pupils lead a variety of committees and pupils on the leadership team act as role models for their peers. All young people in S5 have the opportunity to achieve the SQA leadership award. Senior pupils also have the opportunity to achieve and develop their leadership skills by volunteering in the local community. The 'pupil voice' forum which has been established recently provides an opportunity for young people to share their views. However, as yet, not all learners know how to have their views discussed at the forum.

- Staff are developing their knowledge of the socio-economic and cultural context of the local community, including population growth associated with local house building. They are beginning to use tracking systems well to help ensure that appropriate support is provided to enhance the learning of all young people. This includes the provision of targeted interventions for specific groups of young people, which reduces the possible effects of socio-economic challenge on their learning.

- In consultation with staff, pupils and parents, the school has set out clear plans for the use of its Pupil Equity Funding. The school's focuses for this session include breaking down barriers to learning and improving attainment in literacy and numeracy. Staff plan to monitor the impact of this funding shortly as part of the school's self-evaluation cycle.

- The Parent Council provides positive support for young people, staff and parents. The HT says it supports and challenges her well in her on-going efforts to improve the school. Senior leaders and staff recognise the need to encourage more parents to be involved in leading school activities. This may include involving them in the development of family-learning strategies to provide additional support for young people and their parents.

- The school works well with a range of partner organisations and engages enthusiastically with them in joint work to nurture young people's employment-related skills. Representatives from partner organisations report positive, purposeful and productive relationships with staff across various departments. The school has not yet involved partner organisations in developing a shared vision for the school community. Strategic planning involving partners is also underdeveloped. There is scope for the school to align more closely with the Dalkeith and Woodburn Community Action Plan.

2.3 Learning, teaching and assessment	good

This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly-skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements. The themes are:

- learning and engagement
- quality of teaching
- effective use of assessment
- planning, tracking and monitoring

- There is a strong work ethic in most classes and relationships between staff and pupils are positive and based on mutual respect. Most young people engage well in their learning and respond positively to lessons in which they are enabled to learn actively. In a few classes, young people are too passive in their learning and need to be challenged more. High levels of challenge are a feature in a few classes. However, all learners would benefit from tasks being matched more consistently and appropriately to their needs. Young people's learning benefits from the use of digital resources in some areas of the curriculum. However, this is not yet consistent across the school. Young people respond well to direct questioning from staff and show confidence in offering answers and ideas. In a minority of classes, young people are involved productively in self and peer assessment.

- Most young people are making appropriate progress in their learning and, in the main, show a broad understanding of the steps which they can take to make further progress. More consistent and focused feedback from all staff, which includes written responses, would help to improve the accuracy of learners' awareness of their progress and the levels at which they are working. In a few classes, including some at S1 and S2, the disruptive behaviour of a minority of pupils is limiting the progress of young people in the class. At times, poor learning experiences contribute to this inappropriate behaviour. The school needs to develop a clearer framework to promote and encourage positive behaviour and to provide staff with more effective procedures to address the challenging behaviour of a few young people.

- Many young people's learning benefits from wider experiences, provided by, for example, their contributions to the life of the school or by taking part in the many lunchtime and after-school clubs and activities which promote personal achievement. As a result of these experiences, young people develop skills for learning, life and work; become more adept at working in teams; extend their sporting skills; experience problem solving and leadership challenges; and develop increased self-esteem.

- Most teachers have high expectations of themselves and the young people. Their lessons are well planned and organised. Most staff provide clear and purposeful direct teaching. This is largely successful in capturing and sustaining young people's interest. Staff use questioning well overall, although there is scope for them to develop their skills further in this area to enable them to confirm young people's learning more thoroughly. A few staff manage young people's learning time skilfully by ensuring their lessons are well paced. However, at times teachers talk for too long, resulting in a few young people becoming passive and losing interest in their learning. Most staff use interactive whiteboards to enhance their teaching. In some cases, they make good use of online learning resources.

■ Overall, staff use a range of assessment approaches to support young people's learning. In most classes, they ensure that young people are clear about the purpose of each lesson or task. Staff have engaged in professional learning to help them develop their skills in identifying learning intentions accurately. A few staff demonstrate high levels of skill in helping young people to recognise when they have achieved their learning targets successfully, although more needs to be done to improve the skills of all staff in this aspect of work. Many staff have also taken part in professional learning linked to the assessment of young people's progress and attainment, for example, related to young people's achievement of Curriculum for Excellence levels. They have worked with colleagues in the school and across the local authority, and have participated in national training events aimed at achieving greater consistency in the understanding and assessment of standards. It is important that senior leaders continue to ensure that staff take a broad view of moderation, to ensure that moderation takes place before, during and after the planning of learning, teaching and assessment.

■ Young people benefit increasingly from helpful learning conversations with subject staff. These focus mainly on improving their understanding of their progress in their learning and the setting of relevant, individualised learning targets. Staff across the school are developing a range of structures for learning conversations. This is providing a strong foundation on which to develop a defined whole-school approach.

■ Senior staff recognise the importance of developing effective approaches to monitoring and tracking young people's progress at all stages of the school. They are beginning to develop more rigorous whole-school approaches to enable them to do this.

2.2 Curriculum: Learning and development pathways

■ The school's vision is for all young people at Dalkeith High School to succeed within an inclusive, respectful and stimulating learning environment. The curriculum design reflects this vision and aims to provide learning pathways, which enable all young people to succeed as resourceful and resilient learners. The curriculum framework has been developed through regular consultation with staff, parents and young people. The school has a focus on securing positive destinations for all young people and has engaged with partners to deliver programmes which meet the needs of young people.

Broad General Education (BGE)

■ The curriculum provides young people with a broad learning experience from S1 to S3, with choices available in S3. S1 and S2 courses provide learning at third curriculum level for almost all young people. At the end of S2, young people make choices, maintaining breadth in the curriculum. In S3, most young people begin to specialise at fourth curriculum level in subjects across all curriculum areas. A few young people are directed to options such as hairdressing, hospitality, practical cookery skills, construction, beauty skills, sport and recreation, babysitting and personal development. These aim to provide learning pathways which lead to vocational options in the senior phase. Young people's choices are discussed and planned to ensure that they maintain appropriate breadth in their curriculum.

■ Staff should continue to evaluate the BGE curriculum to ensure it is providing all young people with appropriate learning pathways to raise attainment and achievement. Choices from the range of options in S3 should be informed by reliable assessment evidence and ensure that all young people have their entitlement to learning across curriculum areas. The combinations chosen need to enable each young person to have a coherent curriculum with clear possible progression to the senior phase.

■ A well-planned and led interdisciplinary learning (IDL) project, Creative Dalkeith, has provided an opportunity for effective partnership working with a local architects' firm. It has also provided a meaningful context for the successful development of transferable skills for S2 learners. The school should continue to explore opportunities for IDL which provide consolidation of learning across subjects, as well as challenge and application of learning in new contexts.

Senior phase

■ The school has a senior phase framework which provides a wide range of learning pathways leading to accreditation. The school aims to provide equity of opportunity by ensuring the framework incorporates the full range of options which are available to young people. Young people are supported well by the school and Skills Development Scotland (SDS) staff to identify the most appropriate pathways for them. A wide range of vocational opportunities are available across the senior phase curriculum, informed by a recent consultation, with a view to making the curriculum more relevant for all young people.

■ A substantial number of opportunities for personal development and accredited wider achievement are also available to enhance the senior phase experience. Appropriate information is provided for young people in the senior phase options booklet – 'Paths to the Future'. The descriptions for most subjects also include summary information on next steps and progression, although many do not have enough of an emphasis on illustrating specific job or career possibilities. Informative posters and displays in most curriculum areas also provide a helpful focus on employability.

- The senior phase is planned with S4, S5 and S6 as one cohort. This is helping to provide more options and greater flexibility across the senior phase. Young people at S4 and S5 choose six courses, whilst at S6 they may choose six courses or five courses and a timetabled period of supported study. There is a commendable range of pathways provided, including work with partners. The school works with the local college to offer a range of vocational opportunities to young people in the senior phase. Over the last two years, the number of young people attending the college as part of the school-college partnership arrangements has grown significantly. To date, there has been little uptake for the Foundation Apprenticeships (FA) available at the college, although the number of young people participating from Dalkeith High School compares favourably to other schools. The school is supporting a few young people to engage in FAs.

- A range of courses leads to National Qualifications at SCQF levels 3 to 7. This includes subjects across curriculum areas. Recent additions include classical studies, environmental science, laboratory science and photography. Courses also lead to accreditation, such as National Progression Awards, Skills for Work, FAs and Young Applicants in Schools Scheme (YASS) modules from the Open University. During 2016-17, 36 young people progressed to programmes at further education level, whilst 23 progressed directly to higher education programmes in vocational areas at the college.

- Young people and their parents value the choice which the breadth of the senior phase curriculum now offers. The recent launch of the school's own hairdressing and beauty salons has been particularly welcome.

- The SDS career coach and work coach work effectively in partnership with the guidance/pupil support team to ensure that young people have the appropriate guidance and information to influence their choices at key points. The annual joint careers convention with St David's High School is well attended and helpful to many young people looking for information from higher education institutions, and local and national employers about opportunities and pathways. SDS staff and key partners attend and provide additional support.

- The school has developed strong partnerships with key local employers who value highly the work they are doing with the school. Staff in particular curriculum areas are highly motivated in relation to employer engagement and have developed a wide network of contacts which enhances the curriculum to good effect. Although employers regard the school to be forward-thinking and creative in its approach to working with them, too often partnership work arises from the development of personal contacts. The school has recognised this and is actively developing more formalised partnership agreement documents. Currently, an audit is being undertaken of the school's existing partnerships across different curriculum areas. Partners would welcome the opportunity to come together more formally to contribute to evaluation and planning for improvement.

- All young people in the senior phase have three periods each week for health and wellbeing. This includes an allocation for the personal and social education programme (PSE), physical education (PE) and a range of further opportunities. Young people in the senior phase do not have a continuing element of religious and moral education (RME). The school should ensure that all young people continue to experience learning in RME.

- The development of young people's CMS is supported to good effect in only a few curriculum areas. Not all teaching staff are fully aware of the CMS and the benefits of incorporating this in

class teaching. Young people's awareness of how the CMS is being used across subject areas varies across the school.

■ Going forward, staff need to ensure that the curriculum framework and the range of learner pathways are monitored and evaluated to ensure that they continue to provide planned outcomes for young people. On-going strategic overview of the provision will be required to ensure that the offer is responding to the needs of young people with a focus on raising their attainment and achievement.

Literacy across the curriculum

■ The school has taken a strategic approach recently to the development of literacy across the curriculum as a responsibility of all. There is evidence of whole school moderation of writing through an in-service day moderation event. To further develop literacy across the curriculum, certain curricular areas are now taking the lead for moderating and assessing progress through levels.

■ The school's literacy working group have identified five key aspects of literacy. These are displayed across all classrooms. Shared literacy icons are also used to support learning and the teaching of specific literacy skills across lessons. Classroom teachers are beginning to make use of them. An additional literacy period is allocated to young people at S2, which focuses on giving them tools for reading and writing with accuracy.

■ Achievement of a level in literacy is captured through attainment within the English department. The school has plans to expand this over the course of this session to include three other curricular areas: modern languages, social studies and humanities. Moderation activities take place between the curriculum leaders to establish a shared understanding of standards. Work continues across the associated primary schools to share the understanding of standards and learning and teaching approaches. The school reports that this has led to a better understanding of progress through levels from primary to secondary at the point of transition.

■ The 'Literacy Plus' course in the senior phase provides a progression route for young people who have achieved National 4 English.

Numeracy across the curriculum

■ An audit identified curricular areas where numeracy outcomes are experienced in the broad general education. Young people at S2 have opportunities to 'learn in context' during a numeracy period each week, learning, for example, to measure using equipment from the home economics (HE) department. A local authority approach to gathering information on the numeracy skills of young people from primary school provides baseline data which is used to set classes at S1. The school should ensure that tracking data is used to ensure that all young people experience appropriate challenge in their learning.

■ Assessment of numeracy in the BGE takes place in the maths department. A principal teacher of numeracy has recently been appointed and is developing a plan to promote consistent approaches to the teaching of aspects of numeracy across the school. The school should continue to give consideration to the assessment of numeracy in curricular areas other than maths.

■ The 'Numeracy Plus' course in the senior phase provides a progression route for young people who have achieved National 4 maths.

2.7 Partnerships: Impact on learners – parental engagement

■ The Parent Council is well organised and works closely with the school. It engages productively in discussions about the school's day-to-day work and in planning linked to the school's priorities for improvement. Informative minutes of council meetings are available to all parents via the school website and social media platforms.

■ The school uses a variety of methods to communicate with parents, including parents' evenings. A recent parents' evening was 'learner led' and feedback from parents was positive. The school makes good use of its website to share information with parents. In a few subject areas, homework tasks are made available on the website to inform parents of their child's work. The school is continuing to consider ways in which to increase parental engagement further.

■ The home-learning policy which is available for parents encourages them to support their child's learning at home in various ways. A few parents have indicated they find it difficult to support their child with homework in the senior phase. Approximately a third of parents who responded to the pre-inspection questionnaire comment that the school could provide them with more advice on how to help their child's learning at home. The school is aware of the need to engage parents more fully in their child's learning and is considering introducing workshops in the near future in areas such as numeracy. Further consideration should be given to strategies for engaging more effectively with families in order to raise attainment.

2.1 Safeguarding

■ The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, young people. In addition, inspectors examined a sample of safeguarding documentation. Areas for development have been agreed with the school and the education authority that need to be addressed as a matter for urgency.

3.1 Ensuring wellbeing, equality and inclusion	satisfactory

This indicator focuses on the impact of the school's approach to underpins children and young people's ability to achieve success. It highlights the need for policies and practices to be well grounded in current legislation and a shared understanding of the value of every individual. A clear focus on ensuring wellbeing entitlements and protected characteristics supports all learners to maximise their successes and achievements. The themes are:

- ■ wellbeing
- ■ fulfilment of statutory duties
- ■ inclusion and equality

■ The school recognises that supporting and developing the wellbeing of young people is its main priority. Professional learning and staff discussion is continuing to take place to work on this important area of focus. Priorities for improving the health and wellbeing of young people are outlined in a health and wellbeing action plan. Staff have identified two specific areas of wellbeing to work on this session. A range of activities, events and curricular inputs have been designed to help inform and influence young people's understanding of their own mental, social, emotional and physical wellbeing. These include a wider range of activity in PE, particularly in the senior school, which is increasing participation levels, and a 'food survival' course to encourage healthy choices and develop skills for independent living. Most young people have a good awareness of the importance of healthy lifestyles and physical activity through their learning in PE, HE and PSE. Staff in these departments have worked collegiately with partners to develop health and wellbeing programmes which are targeted to young people's needs. A mental health awareness conference has been planned for the near future.

■ Staff are aware of the wellbeing indicators. However, they are at an early stage of using them to support their work to improve outcomes for all young people. Young people do not yet have a shared understanding of wellbeing or how it impacts on their ability to achieve. Senior staff should continue to develop a clear and coherent strategic overview of the school's work related to wellbeing. This will help them to ensure that health and wellbeing, as a responsibility of all, is developed fully across all areas of the curriculum to improve outcomes for young people.

■ Young people are supported by caring staff, including pupil support leaders, who have high expectations for their care and welfare. Pupil support leaders linked to the school's house system work closely with the young people in their caseloads. They teach them PSE on a weekly basis. This is helping to foster good relationships. Despite this, a minority of young people who responded to the pre-inspection questionnaire say they do not feel comfortable approaching staff with questions or suggestions. A few also say they do not have the opportunity to discuss achievements with adults in school who know them well.

■ The recently revised PSE programme promotes inclusion. As a result, young people are developing an understanding of the concepts of fairness, justice and acceptance and are beginning to recognise the importance of celebrating diversity and challenging discrimination. Staff delivering PSE recognise the need to evaluate the curriculum continually to continue to take account of the local context and meet the on-going needs of all young people. The school makes good use of its partners to enhance the programme, for example, delivering sessions related to hate crime, cyber safety and employability. Partners also show support

for the school in relation to their involvement in the work experience programme. All young people at S4 engage in appropriate work experience which is organised through PSE. There is scope to involve partners earlier in the planning and evaluating of their involvement. Various courses, most of which are accredited, are offered to S3 pupils through the enriched curriculum. These include construction, horticulture, hairdressing and beauty. Identified pupils benefit from these courses through the development of subject-specific skills, as well as skills for learning, life and work. Appropriate progression is offered in the senior phase.

- Relationships across the school community are generally positive, supportive and founded on mutual respect. On a few occasions, inspectors observed behaviour which was not respectful. A minority of young people feel that bullying is not dealt with effectively. The school has recently revised its anti-bullying policy. It should now evaluate the impact of this. Senior leaders should also maintain an overview of incidents of bullying to allow for trends and patterns to be analysed in order to support interventions.

- The school has introduced a restorative approach to addressing indiscipline. This approach, which is separate from the existing positive behaviour policy, places relationships, respect and responsibility at the heart of effective practice. Staff have been trained in this approach and a few are implementing it well. The school should consider involving pupils and parents more in continuing to develop this approach and linking the school's work in this area to its plans for refreshing the positive behaviour policy.

- A few young people are educated in the complex needs base which is located in St David's High School as part of the joint campus. Additionally, a few young people are educated on shared placements between Saltersgate School and Dalkeith High School. Positive relationships between staff and young people from across the schools enable these arrangements to work well. Senior pupils from Dalkeith High School benefit from being able to provide support for young people in Saltersgate School, who may experience significant challenges in their learning. They also benefit from supporting pupils in the associated primary schools. Young people articulate the benefits of these experiences clearly.

- Young people appreciate and participate well in the range of clubs and activities which the school offers to help support their health and wellbeing. Young people's participation in various PE clubs has increased significantly this year. Additionally, strong links which exist with local sports clubs are helping young people to participate in progressive learning experiences, both in and outwith school. A breakfast, break and lunch club is available for young people to attend if they wish. This club helps to develop young people's confidence, independence and social awareness.

- The way in which the school gathers the 'pupil voice' provides opportunities for many young people to contribute to the life and work of the school. However, a minority of young people feel they are not listened to and their views are not taken into account. Across the school, young people would benefit from being given more opportunities to share their views on issues which affect them and to receive feedback.

- The school considers young people as individuals and has strategies in place to improve the attainment and achievement of young people, including those facing challenges. This includes some tracking and monitoring of their attainment and achievement. The school's systems for monitoring and tracking the progress of all young people are not yet sufficiently rigorous or systematic to ensure that all young people's wellbeing remains an on-going priority. Young people's needs should be identified clearly, met and reviewed regularly and

consistently. Support staff have a role in identifying barriers to learning and, working alongside teachers, provide interventions to remove or minimise barriers for most young people. In a few instances, intervention strategies need to be tailored more to individual circumstances. They also need to be more detailed to support all staff better in providing learning which is suited to young people's needs. Within the support base, young people are well supported by staff and say they feel a sense of belonging. Staff know the needs of these young people well.

■ Further professional learning in a range of additional support needs would help all staff to develop a greater understanding of some of the barriers faced by young people. As planned, staff would also benefit from further support in relation to differentiation of resource, outcome and teaching approach. This would enable them to provide more appropriate, consistent experiences for young people which lead to improved outcomes. Staff should continue to develop and make use of the school's BGE tracking spreadsheet to identify gaps in young people's learning and wider achievements. Subsequently, this will enable more appropriate targeted interventions to be deployed.

■ The school should ensure that all young people for whom a co-ordinated support plan (CSP) may be appropriate are considered to receive this level of support. Decisions not to issue a CSP should be kept under regular review.

■ Concerns were expressed to inspectors by young people about their access to school toilets. Staff should continue to work with young people to develop an approach to using the school toilets which maintains the rights and dignity of all young people.

■ The school should ensure that its provision for RME in the senior phase meets with statutory requirements. Senior leaders should also ensure that its arrangements for religious observance are in line with current Scottish Government guidance.

■ The school is meeting its duties in relation to promoting the uptake of free school lunches and ensuring discretion in the way in which it provides these lunches for appropriate young people. At present, a third of the daily entitlement is not being used. There is scope for the school and caterers to work together to further promote the uptake of these lunches. The school should also consider ways in which to provide all young people with access to free drinking water. Young people can request free drinking water in the dining hall, but they do not have access to it throughout the school day and are unable to fill their own water bottles.

| **3.2 Raising attainment and achievement** | **good** |

This indicator focuses on the school's success in achieving the best possible outcomes for all learners. Success is measured in attainment across all areas of the curriculum and through the school's ability to demonstrate learners' achievements in relation to skills and attributes. Continuous improvement or sustained high standards over time is a key feature of this indicator. The themes are:

- attainment in literacy and numeracy
- attainment over time
- overall quality of learners' achievement
- equality for all learners

Attainment in literacy and numeracy

BGE
- In 2016, the school reports that by the end of S3 the majority of young people achieved third curriculum level in listening and talking, reading and writing. Most young people achieved third curriculum level in numeracy.

- In 2017, the school reports that by the end of S3 most young people achieved third curriculum level in reading and writing. Almost all young people achieved third curriculum level in listening and talking, and numeracy.

- Moderation work is taking place currently to ensure that attainment data for the BGE is as reliable as possible. The school is looking forward to its data becoming more reliable as teachers become more accomplished at making professional judgements on achievement of CfE levels.

Senior phase: Leavers
Literacy
- The percentage achieving literacy has been in line with the virtual comparator (VC) for the last three years at SCQF levels 4 or better. In 2016, almost all young people leaving school attained literacy at SCQF level 4 or better, including as part of a course. The percentage of young people attaining literacy at SCQF level 5 or better through units only has significantly improved over the last five years. The percentage of young people attaining SCQF level 5 or better as part of a course has improved over the past three years. However, the school's performance has been significantly lower or much lower than its VC at SCQF level 5 or better through units only in four out of the latest five years. At SCQF level 5 or better through a course award the school has moved from being in a position of being significantly higher than the VC to being in line with the VC in the latest three years. In 2015/16, the school's performance was significantly lower than its VC at SCQF level 6. At SCQF level 6 the school has an improving trend in the last three years through a course award.

Numeracy
- There has been a significantly improving trend over a five-year period in the percentages of young people attaining numeracy at SCQF level 4 or better through units only and through a course award, and level 5 or better through units only. However, the percentages are often significantly lower or much lower than the VC. The percentages achieving numeracy at SCQF

level 5 or better through a course award have been significantly lower or much lower than the VC in each of the latest five years. The percentages achieving numeracy at SCQF level 6 have generally been in line with the VC.

As young people move through the senior phase
Literacy
■ In S4, the percentages achieving literacy at SCQF levels 3 or better to 5 or better has mostly been in line with the VC in the latest five years. However, there has been a slight decline in the percentages of young people attaining literacy at SCQF levels 4 or better and 5 or better from 2015/16 to 2016/17. The percentage of young people attaining these levels as part of a course has also declined in the latest year.

■ By S5, at SCQF level 5 or better through a course award and SCQF level 6 the school recorded its highest percentages of awards achieved in the latest year from the five-year period. At SCQF level 5 or better the percentages (of the S5 roll) achieving a course award have been in line with the VC in four out of the latest five years. The percentages (of the S5 roll) achieving at SCQF level 6 have been significantly improving over the five-year period. However, the percentages have been significantly lower or much lower than the VC in four of the last five years.

■ By S6, the percentages (of the S6 roll) achieving literacy at SCQF level 5 or better or level 6 have been significantly improving over the five-year period. The school's performance has been in line with the VC in three out of the last five years at these levels. In 2012/13 it was significantly much lower than the VC and in 2015/16 it was significantly lower than the VC.

Numeracy
■ In S4, the percentages of young people attaining numeracy at SCQF level 4 or better through a course award are in line with the VC in the last four years and show signs of significant improvement over the latest five years. Performance at SCQF level 5 or better through a course award is significantly much lower or lower than the VC in three of the last five years. However, it is in line with the VC for 2016/17. In this year, the school achieved its highest percentage in the most recent five-year period.

■ By S5, the percentages (of the S5 roll) at SCQF level 4 or better through a course award are significantly improving over the latest five years. However, the performance is significantly lower or much lower than the VC in four out of the latest five years, with the latest year being in line with the VC. The percentages achieving at SCQF level 5 or better through a course award have been significantly lower or much lower than the VC in each of the latest five years. The percentages achieving at SCQF level 6 are in line with the VC in four of the latest five years, although the percentage has declined to significantly much lower than its VC in the latest year and has been significantly declining in the school in the latest five years.

■ By S6, the percentages (of the S6 roll) attaining SCQF 5 or better though a course award or SCQF level 6 has fluctuated over the latest five years. The percentages (of the S6 roll) achieving SCQF level 5 or better through a course award has been significantly lower or much lower than the VC in four of the latest five years. At SCQF level 6 the percentages (of the S6 roll) are overall in line with the VC.

Attainment over time

BGE
- The school is introducing a new whole-school monitoring and tracking system to help gather evidence of young people's progress in learning across the BGE. Currently, tracking and monitoring of data takes place at a faculty level. The school does not yet have an overview of attainment over time. However, the new monitoring and tracking system will provide staff with information which will help them to develop a better understanding of young people's prior learning. A key feature of this system will be to monitor and track the progress of specific groups of learners, such as those who may be experiencing socio-economic challenge.

- As the school seeks to build a more comprehensive picture of young people's attainment over time, it should continue to review the range of evidence which is being gathered and assessed in curriculum areas. The school should ensure the reliability of its performance data by continuing to encourage and enable activities relating to the moderation of achievement of a level.

Senior phase
- Staff are engaging in regular tracking and monitoring of young people's progress in the senior phase. Tracking and monitoring information is used to support 'learning conversations' between young people and their teachers to help young people achieve their targets. It is also used to inform parents of their child's progress and to help teachers provide targeted interventions for individuals, as appropriate.

- The attainment, as shown by the average complementary tariff score for all young people on leaving school, has improved over the latest four years. Average complementary tariff scores for the lowest attaining 20% of leavers have been significantly lower than the VC in 2013/14 and 2014/15. In each of the other years in the latest five-year period they have been in line with the VC. Performance of the lowest attaining 20% has improved considerably in the last year and attainment is now in line with the VC. The average complementary tariff scores of the middle attaining 60% and highest attaining 20% have been in line with the VC over the last five years. There is evidence of improvement over the last four years.

- In S4, the average complementary tariff scores for the lowest attaining 20% show signs of improvement over the latest two years. The school's performance has moved to being in line with its VC in the latest year, having been significantly lower in the two years prior to this. The average complementary tariff scores for the middle attaining 60% and the highest attaining 20% have fluctuated over a five-year period and have been in line with the VC.

- By S5, the average complementary tariff scores for the lowest attaining 20% (based on the S5 roll) have been consistently significantly lower or much lower than the VC in four of the latest five years, although the latest year has been in line with the VC. The middle attaining 60% and the highest attaining 20% (based on the S5 roll) are in line with the VC over the latest five years.

- By S6, the average complementary tariff scores for the lowest attaining 20%, middle attaining 60% and highest attaining 20% (based on the S6 roll) are overall in line with the VC in the latest five years.

Breadth and Depth

- The school has recently received updated figures for National 4 (N4) through the 'recognising positive achievement' process. Across subjects, a number of candidates who failed to gain a course award at National 5 (N5) will now have a course award at N4. Thirty-eight additional N4 course awards were awarded.

- In S4, the percentage of young people attaining one or more to six or more courses at SCQF level 4 or better has declined in the last year. Overall, achievement of one or more to six or more awards at SCQF levels 3 or better or 4 or better is in line with the VC over the latest five years.

- Overall, the school is performing in line with its VC at SCQF level 5C or better. There is an improvement in the percentages of young people attaining one or more and two or more awards in the last three years, moving the school from being significantly lower than its VC in two of the latest three years to being in line in the latest year. There is a significant decline in the percentage of young people gaining six or more awards at 5C or better in the latest five years.

- The school is performing in line with its VC at SCQF level 5A or better, with the exception of 2015/16 where overall the performance was significantly lower or much lower than the VC.

- By S5, the percentages of young people attaining one or more to five or more courses at SCQF level 4 or better are overall significantly lower or much lower than the VC in the last five years. Overall, at SCQF level 5C or better the percentages of young people attaining one or more to five or more awards are either significantly much lower or lower than the VC. However, from one or more to six or more awards there has been an improvement in the percentage of young people gaining SCQF level 5C or better and 5A or better in the latest year.

- The percentages of young people attaining two or more to five or more courses at SCQF level 6C or better are in line with the VC, with the exception of the latest year. Overall, this has been significantly lower than the VC. There are significantly improving trends at two or more and three or more awards.

- By S6, at SCQF level 6C or better, the school is showing significant improvements from two or more to five or more awards and is overall in line with its VC. At SCQF level 6A or better, the school is overall in line with its VC, but from one or more to five or more awards there are signs of a decline in the latest year.

- At SCQF level 7, the school is overall performing in line with its VC, with the exception of 2015/16 where it performed significantly higher than its VC at level 7C or better.

- The school should continue to address the issue of No Awards at N5.

Overall quality of learners' achievements

- Young people engage in a broad range of volunteering activity in the local community. This includes fundraising, raising awareness of homelessness, providing support through links with third sector organisations such as the Royal National Institute of Blind People, and befriending and mental health charities. Those taking part are positive about how these experiences have contributed to their personal development, including building confidence and gaining leadership skills. Young people taking part in local youth organisations are able to provide examples of

how the school has recognised their broader achievements in assemblies, through discussion with guidance staff and in celebration events. Those in S5 and S6 demonstrate a clear ability to link the skills they have acquired to their aspirations for their life after leaving school.

- The school has introduced a wide range of learning opportunities and pathways, including opportunities with a focus on employability. It is making considerable efforts to ensure that more young people achieve accreditation for their skills gained through, for example, lab skills, hairdressing, beauty, construction, hospitality, electronics, horticulture, and the YASS.

- The Duke of Edinburgh Award (DoE) programme has been included as a curriculum subject choice. Many young people are taking part in the programme at bronze, silver and gold levels and are developing a range of skills through their participation. These include building confidence and resilience, helping others through volunteering, and improving fitness. Young people have been accredited for their considerable success in the DoE programme in recent years.

- The school is enabling growing numbers of young people to gain employment-related skills and qualifications. Over the past three years a considerable number of young people in Dalkeith High School have achieved awards in the following areas: employability, leadership, personal finance, volunteering, personal development, Scottish studies, sport and recreation, travel and tourism, and early education and childcare. Whilst the school is committed to ensuring that young people follow appropriate and individualised pathways, these pathways do not always consist of courses which lead to SQA awards.

- Dalkeith High School achieves a higher than national average completion level of YASS modules delivered through the Open University.

- The school is developing a wider approach to the accreditation, certification and recording of achievement. The council's Lifelong Learning and Employability Service has worked with the school to provide accreditation opportunities in the community and outwith school hours. Over the last year, young people have achieved Dynamic Youth Awards and Saltire Awards for their involvement in voluntary work and other activities.

- The school does not yet have a full overview of trends in participation and achievement. The school intends to develop a better overview and has worked to develop and apply a BGE tracking tool. Better shared analysis of the impact of wider achievement work with partners is needed to inform the school's work on improving equity and to better plan provision of appropriate learning pathways.

Equity for all learners
- The school shows a strong commitment to ensuring equity for all learners and is placing a clear and appropriate focus on monitoring and tracking the progress of specific groups of young people to maximise their success in learning.

- The school provided evidence to show that those young people identified as requiring additional support are attaining well and benefitting from an increasing range of learning pathways to meet their needs more effectively.

- There has been no sustained pattern of improvement in exclusions over the latest five years at Dalkeith High School.

Destinations

■ In the latest three years, almost all young people have entered a positive destination, such as college, higher education or employment. The school has been in line with its VC for this measure for each of the latest five years.

■ Over the latest five years, most young people have stayed on at school from S4 to S5. In the latest year, the percentage was significantly much lower than the VC. The staying-on rates from S5 to S6 have been in line with the VC in three of the latest five years, although in 2012/13 the percentage was lower than the VC and in 2015/16 it was significantly much lower. The percentages leaving S5 to go to higher education have been in line with the VC in three of the latest five years. The percentages in 2012/13 and 2015/16 were significantly much lower. The percentages moving on to higher education following S6 have been in line with the VC in three of the latest five years. The percentages were significantly lower than the VC in 2012/13 and 2014/15. The percentages moving on to a positive destination from S6 are in line with the VC and nationally over the latest five-year period.

1.2 Leadership of Learning

- Professional engagement and collegiate working
- Impact of career-long professional learning
- Children and young people leading learning

- The school creates a positive ethos for developing leadership of learning for staff through collegiate working. Staff say they feel empowered by the Senior Leadership Team (SLT) to lead on key aspects of learning in the school and almost all staff are involved in working groups. The school identified the development of leadership of learning, with a particular focus on enhancing the leadership skills of staff, to be a priority in the school improvement planning process. The school has promoted a range of staff leadership opportunities, including practitioner enquiry, staff leading working groups and staff participating in the extended leadership team. Middle leaders in the school meet regularly with senior leaders to share good practice in leadership of learning. This includes sharing approaches to collaborative learning across the school. Senior leaders should continue to evaluate regularly the impact of the different leadership activities on outcomes for young people.

- Staff across the school engage readily and enthusiastically in leadership opportunities and professional learning activities, including masters-level study. Fifteen whole-school working groups offer a range of opportunities for staff and almost all staff are involved in at least one working group. The school reports that all staff have used the Education Endowment Foundation website to explore research on the impact of different learning and teaching strategies.

- The SLT has empowered staff across the school to take responsibility for leadership of learning through the implementation of visible learning strategies across the school. A visible learning working group used self-evaluation questionnaires to identify areas for improvement. This led to a revised teaching and learning policy. This group has also supported the development of peer-learning visits, which focus on visible learning and result in extensive feedback being given to staff across the school. The group provides staff with opportunities to develop their professional learning through collegiate learning activities. The SLT should ensure that there is a clear process for monitoring the impact of this work.

- As yet, there is a lack of consistency in the impact of professional learning on improved outcomes in learners' experiences across the curriculum. For example, in a few lessons learning intentions and success criteria do not offer suitable challenge for young people, feedback is limited and questioning is focused on a limited number of young people. The school needs to use observations of learning to gauge the impact of new visible learning strategies, as well as the quality and consistency of learning and teaching across all curricular areas.

- There is variability in how well young people are taking responsibility for their own learning. Young people's independence is limited by learning which is often overly directed by teachers. There is some evidence of young people taking ownership of setting learning intentions and success criteria and the school has plans to develop this more consistently across the school. In a few cases, teachers need to have higher expectations of the behaviour they will accept from their pupils. This would help to build a culture in which all young people enjoy mutual

respect, trust and confidence to discuss their learning and achievement and make decisions about their learning.

◼ Young people are beginning to take ownership of their learning and develop an understanding of themselves as learners. In the BGE, in a few subject areas, learners can talk about the level they have achieved. There are examples of young people leading learning through peer assessment and collaborative learning. However, in a number of lessons there is scope for more active and collaborative approaches to engage learners and to offer further opportunities to them to lead the learning. In a few lessons, young people do not benefit from opportunities to work independently or collaboratively. There is a need to encourage more independence, with fewer closely directed activities by the teacher. The school should continue to develop the use of learner conversations to help young people understand themselves as learners and to take responsibility for their next steps in learning.

◼ There is a wide range of opportunities across the school for young people to take on leadership roles. Within the curriculum there are strong examples of young people planning and delivering successful lessons to younger pupils. This good practice should be shared more widely across the school. Within the wider school, the 'pupil voice' group lead 'pupil voice' forum activities, and the team of senior captains provide strong leadership to younger pupils. Young people are involved in the recruitment and selection of new staff in the school, through participating on interview panels and conducting lesson observations.

Explanation of terms of quality

The following standard Education Scotland terms of quality are used in this report:

All	100%
Almost all	91%-99%
Most	75%-90%
Majority	50%-74%
Minority/less than half	15%-49%
A few	less than 15%

Other quantitative terms used in this report are to be understood as in common English usage.

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