

# **Deans Community High School**

## **SCHOOL IMPROVEMENT PLAN RECOVERY PHASE PLAN**

**2021 / 2022**

# Factors Influencing the Improvement Plan

## School Factors

Addressing Action Points identified in school's Self Evaluation procedures  
Cluster Improvement Priorities

## Local Authority Factors

*Moving Forward in Your Learning Secondary strategy: Agile Curriculum Pathways, Agile Pedagogies, Agile Renewal (Literacy, Numeracy, Health & Wellbeing)*

Raising attainment, including closing the gap ([West Lothian Raising Attainment Strategy](#))

*Transforming Your Council*

[Corporate Plan](#)

Education Services Management Plan

West Lothian Parental Involvement and Engagement Framework

## National Factors

Coronavirus (COVID-19): Guidance on reducing the risks from COVID-19 in schools

**Equity Audit**

National Improvement Framework / Scottish Attainment Challenge / National Improvement Hub / Raising Attainment for All

Pupil Equity Funding

How Good is Our School? 4<sup>th</sup> Edition

Getting it Right for Every child (GIRFEC)

**Curriculum for Excellence Refresh**

Developing Scotland's Young Workforce

Realising the Ambition

Child Protection Procedures

**GTCS professional standards and professional update 2021**



## *Moving Forward in Your Learning: Secondary Strategy 2021-22*

### **Agile Curriculum Pathways Vision Statement:**

*A learner centred curriculum, co-designed and co-delivered together with partners, to provide unique inspirational pathways.*

### **Agile Pedagogies Vision Statement:**

*Young people are empowered to have agency in their learning, enabled by teachers who are highly skilled in a range of agile pedagogical approaches, in order to nurture the four capacities.  
(focus for 2021-22 will be meeting learners' needs through differentiation strategies, and effective feedback)*

### **Agile Renewal Vision Statement**

*Inspiring and supporting all our young people to prioritise their wellbeing, recover and engage in their learning and accelerate their progress in literacy and numeracy across all areas of their learning.*

Our vision and values have been developed and agreed together as a school community. They represent what we want learners to gain from their time at Deans Community High School and what is important to them as young people within society and those of us who share this community with them.

### **Our Shared Vision**

*Students at Deans Community High School will be inspired through high quality learning and teaching, in a safe, inclusive environment, to confidently achieve and attain the very best they can to succeed in life, learning and work.*

### **Our Shared Values**

- INCLUSION
- RESPECT
- INTEGRITY
- COMPASSION
- ASPIRATION

# Capturing **OUR** Curriculum

Meeting  
the  
needs of  
ALL  
learners

- Ethos
- Curriculum
- Inter-disciplinary learning
- Personal Achievement

Placing the Child at the **CENTRE** of everything we do

- Successful Learners
- Confident Individuals
- Responsible Citizens
- Effective Contributors



Students at Deans Community High School will be inspired through high quality learning and teaching, in a safe, inclusive environment, to confidently achieve and attain the very best they can to succeed in life, learning and work

## **Contextual Data Analysis and Rationale for 2021/22 School Improvement Plan**

### **a. Background**

The Head Teacher is supported by a leadership team of 3 Depute Head Teachers and 10 Principal Teachers. The school's vision was co-created, leading to a clear statement on what our school community is striving towards and which areas should therefore be the focus of our improvement. The vision and values of our school underpin the work that takes place within the classroom and beyond, and the strong positive relationships between students and staff are evident throughout the school. Our self-evaluation, particularly within curriculum and learning and teaching, has given us a clear indication of the areas to prioritise for this session's improvements, all of which are detailed in this plan and have been shared and agreed with staff, students and parents/carers.

### **b. Data**

Within the Senior Phase, attainment at level 45 in S4 was 50% (9% below target). In S5 attainment at level 46 was 70% for 1 or more passes (5% above target), 54% for 3 or more passes (4% above target) and 39% for 5 or more passes (4% above target). In S4, 89% of students achieved level 4 literacy and above whilst 93% of students achieved level 4 numeracy and above. In S4, 24% of students within Q1 achieved 5 or more passes at level 5 and 73% of students within Q5 achieved 5 or more level 5 passes. For S5 students within Q1, 20% achieved 5 or more passes at level 6, 36% achieved 3 or more at level 6 and 60% achieved one or more at level 6. For S5 students within Q5, 66% of those achieved 5 or more passes at level 6, 77% achieved 3 or more passes and 80% achieved one or more at level 6. 92% of leavers in 2019/20 went onto a positive destination. The vast majority of students rated their overall wellbeing as green or amber in the wellbeing check-in at the end of last session, with 5% rating their wellbeing as red. Slightly more students from Q1 and Q2 (6% and 7% respectively) rated their wellbeing as red compared with Q4 and Q5 (3% and 4% respectively). Within each of the individual indicators, mental health was the area where students had most concerns, 14% rating red for mental health.

Student engagement during the periods of school closure was slightly lower within the BGE than in the Senior Phase with 15% rated red within the BGE and 13% within the Senior Phase. Digital connectivity issues were identified with almost all of these resolved by issuing devices for use at home.

### **c. What are our universal priorities and what is our 'gap'? Who are our target groups and their barriers to learning?**

Students' overall health and wellbeing is central to their academic outcomes and we continue to review the universal and individual support offered to ensure it meets the needs of learners. Whilst the above data shows overall health and wellbeing as strong, mental health requires action and is a barrier to overall wellbeing and learning.

The attainment data above clearly indicates that students from areas of lower SIMD are achieving less qualifications at each stage as well achieving lower levels within the BGE. Attendance and engagement of students within Q1 remain barriers to their learning and these will be areas of focus along with specific targeted interventions within literacy and numeracy in particular. Work was done upon the reopening of schools to address gaps created by lack of engagement during home learning, particularly within the Senior Phase, and this will continue to be addressed throughout this session.

### **d. Summary/overview of proposal & non-negotiable outcomes**

The three overarching priorities of agile curriculum, agile pedagogy and agile renewal will encompass the work of the school in moving forward this session. Within curriculum, further pathways will be developed and learners' needs will continue to be at the centre of these. All faculties will be working collegiately with Cluster Primary Schools to enhance curricular transition. The Leading Learning programme will include differentiation strategies and effective feedback, building on previous pedagogical approaches, and faculties will have pedagogy at the forefront of their collegiate practice. Health and wellbeing approaches have continued to adapt depending on student needs and this year will see a particular focus on mental health. Literacy and numeracy programmes are focusing on recovery and acceleration of learning, with additional collaboration with Cluster primaries.

Deans Community High School - School Improvement Planning (Recovery Phase) for Ensuring Excellence and Equity			
School priorities linked to knowledge and data as identified on previous page	Proposed actions to ensure recovery	Timescale	Measures of Success
<p>Improvement in all children and young people's wellbeing:</p> <p><i>Young people benefit from access to a wide range of help in managing and improving their mental health.</i></p>	<p>HWB Responsibility of All group to update the PSE curriculum in light of recent events. This will include additional mental health input from Your Space Counselling service.</p> <p>Heads of House will continue to work within the PSE network to make ongoing improvements to the PSE curriculum.</p> <p>Mental health first aiders to be promoted throughout the school community to raise awareness of where students can access help.</p> <p>Continued work with Your Space Counselling Service.</p>	August 2021 – June 2022	<ul style="list-style-type: none"> <li>• Baseline data from HWB check-in</li> <li>• Evaluation of impact from further HWB check-ins throughout the year</li> <li>• Follow-up conversations with students where targeted actions have been used.</li> <li>• Student voice</li> </ul>
<p>Raising attainment for all, particularly in literacy and numeracy:</p> <p><i>All students experience high quality learning and teaching supported by evidence-based research. A particular focus will be on improvement strategies within literacy and numeracy in the BGE.</i></p>	<p>All teaching staff to participate in the third year of the Leading Learning programme.</p> <p>Adapt the Leading Learning programme to reflect needs identified from consultations, specifically feedback, digital learning and differentiation.</p> <p>Faculty focus on pedagogy with SLT collegiate working to share good practice and evidence-based research.</p> <p>Accelerated reading programme implemented within BGE additional literacy periods.</p> <p>Continue to implement Cluster literacy programme.</p> <p>Additional BGE numeracy periods used with a structured programme that identifies gaps and works to address these.</p>	August 2021 – June 2022	<ul style="list-style-type: none"> <li>• Baseline data recorded at the start of each intervention programme</li> <li>• Evaluation of impact from further data gathered at regular points</li> <li>• Lesson observations and student voice to evaluate impact of learning and teaching approaches</li> <li>• Leading Learning Group teacher evaluations</li> <li>• Analysis of tracking and monitoring data throughout the session</li> </ul>
<p>Closing the attainment gap between the most and least advantaged children:</p> <p><i>All students have aspirational targets and are given meaningful feedback that allows them to clearly see what they need to do to achieve these targets along with the support to do so.</i></p> <p><i>Students at risk of underachieving are identified early with supports put in place to enable them to achieve qualifications.</i></p>	<p>Target grades added to all tracking systems.</p> <p>Continue to quality assure quality of feedback within reporting.</p> <p>Use of tracking data to identify students at risk of underachieving and action taken to support them.</p>	August 2021 – June 2022	
<p>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</p>	<p>DYW bulletin to raise awareness of support to all pupils</p> <p>Career ready programme for identified students</p> <p>Careers week developed with a focus on industries</p>	August 2021 – June 2022	<ul style="list-style-type: none"> <li>• Most recent positive destination data used as a baseline</li> <li>• Tracking student engagement with supports</li> </ul>

<b>Young people have the opportunity to experience a wide range of curriculum pathways that develop their skills for the world of work and lead to positive destinations.</b>	Earlier identification of students in danger of not achieving a positive destination and putting supports in place		<ul style="list-style-type: none"> <li>• Student voice used to evaluate impact of Career Week</li> <li>• Student completion rate of Career Ready programme</li> </ul>
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<b>PEF Priority</b>	<b>Proposed Actions &amp; Resources</b> <i>(These should be based around the organisers of Learning &amp; Teaching, Leadership, and Families &amp; Communities. Also consider activities within and beyond the classroom)</i>	<b>What is the expected impact on reducing the gap in your context of your proposed actions?</b> <i>(What story will your data tell by end of next session? By June 2022? You should include any targets linked to data)</i>	<b>How will you measure the impact?</b> <i>(You must be specific here in terms of:</i> <ul style="list-style-type: none"> <li><i>new and existing performance data and other quantitative and qualitative information that will be required</i></li> <li><i>plans for how data will be collected and reported)</i></li> </ul>
Literacy	Accelerated Reader programme used within BGE classes in additional literacy periods.  Data analysis group established to measure the impact of the intervention.	Reading ages of students from Q1 to improve by at least 6 months by June 2022.	Baseline reading ages of students will be measured at the start of the programme and then at 3 more points throughout the session.
Numeracy	Additional BGE numeracy periods used with a structured programme that identifies gaps and works to address these.  Data analysis group established to measure the impact of the intervention.	Numeracy knowledge and skills identified as below expected levels to improve on baseline score and specifically improve Q1 pupils Numeracy assessment score to at least 60%.	Baseline data gathered at the onset of the programme to establish gaps. Steps taken to address issues identified then effectiveness of these measured at regular points throughout the session.
Health and Wellbeing	Pastoral Support Leads appointed to work with specific small groups of students.	Target attendance of identified students of 90% by June 2022. Aim for students rating their wellbeing as red to move to amber by June 2022.	Baseline data on attendance, wellbeing and engagement gathered at the start of the session and then at regular intervals.