

# Deans Community High School



# PROGRESS REPORT FOR SESSION 2021/22

(Standards & Quality Report)

Deans CHS, Eastwood Park, Livingston, EH54 8PS

## **ABOUT OUR SCHOOL**

Deans Community High School is a non-denominational school situated within North Livingston. Our students come from a variety of backgrounds, including socio-economic and ethnic, with around 111 for whom English is not their first language. We have close links with our Cluster Primary Schools; Carmondean PS, Deans PS, Knightsridge PS, Meldrum PS and Seafield PS.

The school roll in September 2021 was 978, with 82% of students staying on from S4 to S5. The vast majority of those who have left have gone onto a positive destination (94%). The school works closely with partners, including SDS, in trying to achieve a positive destination for all students.

Our Senior Management Team consists of the Head Teacher, three Depute Head Teachers and a Business Support Manager.

The Senior Leadership Team extends to seven Principal Teachers and three Principal Teachers of Support.

May 2022 saw the return of a formal SQA exam diet for S4/5/6 students, the last one having been in May 2019. For S4 students, this also saw a move to sitting 7 national qualifications rather than 6, following an extensive consultation with students, parents and staff.

## **IMPROVEMENT PRIORITIES**

Our improvement priorities are always based on the national priorities in the National Improvement Framework (NIF). Below we have indicated what progress we made with these priorities in Session 2019/20, what the impact has been and what our next steps will be to continue to address these priorities in session 2020/21.

We have also shown which NIF driver for improvement we used – you can find out more about the National Improvement Framework and drivers at:

<https://www.gov.scot/publications/achieving-excellence-equity-2022-national-improvement-framework-improvement-plan/documents/>

We have also evaluated our overall provision using quality indicators (QIs) in How Good is our School 4 (HGIOS4) and How Good is Our Early learning and Childcare? (HGIOELC) which is a key aspect of the Scottish approach to self-evaluation and school improvement.

PRIORITY	HOW DID WE DO?
<p>1. To raise attainment, especially in literacy and numeracy Our measurable outcome for session 2021/22 was for all students to experience high quality learning and teaching supported by evidence-based research. A particular focus was on improvement strategies within literacy and numeracy in the Broad General Education (BGE, S1 – S3). NIF Driver(s):  <input checked="" type="checkbox"/> School and ELC Improvement.  <input checked="" type="checkbox"/> School and ELC Leadership  <input checked="" type="checkbox"/> Teacher and Practitioner Professionalism  <input checked="" type="checkbox"/> Parental Engagement  <input checked="" type="checkbox"/> Curriculum and Assessment  <input checked="" type="checkbox"/> Performance Information</p>	<p>We have made good progress.</p> <p>What did we do?</p> <p>All teachers engaged in our ongoing whole-school learning and teaching improvement programme. This was the third year of the programme which is led by teachers and has a strong emphasis on working together to improve pedagogy. Learning and teaching was also an area of focus within each faculty, with Principal Teachers leading this and making effective use of evidence-based research.</p> <p>Within literacy, the accelerated reader programme was implemented with the aim of improving the reading skills of learners within the BGE. We also continued to work closely with our cluster primary schools on a joint literacy improvement programme.</p> <p>Within numeracy, additional time was given to BGE classes to identify gaps in student's knowledge and skills, then working to address these.</p> <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> <li>• Improvements in learning and teaching across the school</li> <li>• Improved attainment within SQA examinations</li> <li>• Improved S3 attainment within literacy at fourth level and numeracy at third level</li> <li>• Improved reading ages of S1 and S2 learners</li> </ul>
<p>2. To close the attainment gap between the most and least disadvantaged children Our measurable outcome for session 2021/22 was for all students to have aspirational targets and be 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. Students at risk of underachieving to be identified early with supports put in place to enable them to achieve qualifications. NIF Driver(s):  <input checked="" type="checkbox"/> School and ELC Improvement.</p>	<p>We have made good progress.</p> <p>What did we do?</p> <p>Aspirational target grades were added to the school tracking system and shared with both learners and parents. These formed part of the learning conversations held between students and learners. Teachers placed a particular focus on providing learners with meaningful, effective feedback on how to improve their progress.</p> <p>The tracking system was used to identify senior phase students at risk of not achieving qualifications and teaching areas created for them to work with teaching and support staff on gaining qualifications in core subjects. Within the BGE, similarly identified learners were supported both in class and in additional teaching spaces in working towards improving their progress in literacy and numeracy.</p> <p>Evidence indicates that the use of Pupil Equity Funding has had the following impact on learners:</p> <ul style="list-style-type: none"> <li>• Learners within the senior phase (S4-S6) have a greater understanding of what steps to take to improve their progress within individual subject areas</li> <li>• Learners' achievements in national qualifications have improved</li> <li>• Increase in the percentage of quintile learners achieving third and fourth level literacy by the end of S3</li> </ul>

<input checked="" type="checkbox"/> School and ELC Leadership <input checked="" type="checkbox"/> Teacher and Practitioner Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Curriculum and Assessment <input checked="" type="checkbox"/> Performance Information	<ul style="list-style-type: none"> <li>• Increase in the percentage of quintile learners achieving third and fourth level numeracy by the end of S3</li> <li>• The attainment gap between Q1 And Q5 learners at third and fourth levels in literacy and numeracy has reduced</li> <li>• 67% of students in the senior phase stated that the target grades motivated them to improve</li> </ul>
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<p>3. To improve children and young people's health &amp; wellbeing  <b>Our measurable outcome for session 2021/22 was for young people to benefit from access to a wide range of help in managing and improving their mental health.</b>  <b>NIF Driver(s):</b>  <input checked="" type="checkbox"/> School and ELC Improvement.  <input checked="" type="checkbox"/> School and ELC Leadership  <input checked="" type="checkbox"/> Teacher and Practitioner Professionalism  <input checked="" type="checkbox"/> Parental Engagement  <input checked="" type="checkbox"/> Curriculum and Assessment  <input checked="" type="checkbox"/> Performance Information</p>	<p>We have made good progress.</p> <p>What did we do?</p> <p>The school Health and Wellbeing Responsibility of All group updated the Personal and Social Education (PSE) curriculum in response to challenges faced by learners within the wider community. This included additional mental health input from Your Space Counselling service. Heads of House continued to work within the PSE network to make ongoing improvements to the PSE curriculum.</p> <p>The wellbeing champions programme was extended to include direct input from young people and parents.  The wellbeing check-in continued to be utilised by all students, with areas of concern highlighted and steps taken to address them.</p> <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> <li>• 79% of students rated their overall wellbeing as green</li> <li>• The S4 PSE programme is now aligned with the Mental Health and Wellbeing award</li> <li>• S6 students now have a choice of bespoke packages for PSE which are aligned with additional qualifications</li> </ul>
<p>4. To improve employability skills, and sustained, positive school-leaver destinations for all young people  <b>Our measurable outcome for session 2021/22 was for young people to 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>  <b>NIF Driver(s):</b>  <input checked="" type="checkbox"/> School and ELC Improvement.</p>	<p>We have made good progress.</p> <p>What did we do?</p> <p>The Career Ready programme continued with students working with their mentor in-person when possible and remotely at other time. A careers event took place virtually, enabling students to continue to engage with employers from a range of careers.</p> <p>A weekly DYW bulletin was produced to share job and training opportunities with students throughout the session. We continued to engage with Edinburgh University in helping students to prepare for the move from school to Higher Education.</p> <p>The skills Academy classes were implemented in the S1 and S2 curriculum, giving students the opportunity to develop work-related skills in a wider range of new settings.</p> <p>Evidence indicates the impact is:</p>

<input checked="" type="checkbox"/> School and ELC Leadership <input checked="" type="checkbox"/> Teacher and Practitioner Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Curriculum and Assessment <input checked="" type="checkbox"/> Performance Information	<ul style="list-style-type: none"> <li>• Students within S3 successfully participated in a full day enterprise event, demonstrating the skills they have developed to local employers.</li> <li>• Students in danger of not achieving a positive destination were the main focus for the internal hub which includes a variety of partners. This allowed supports to be put in place for these students in securing a positive destination.</li> <li>• 5 students successfully completed the career Ready programme.</li> </ul>
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### Attendance and Exclusions

- Attendance fell from 91.43% in session 2020-21 to 84.66% in session 2021-22. For students in quintile 1 the average attendance figure was 78.44%. This is an area of focus in the 2022-23 school improvement plan.
- Exclusion incidents increased to 32.75 per 1000 pupils in session 2021-22. A range of remediations and supports were put in place throughout the session and continue into session 2022-23.

### Engagement with Stakeholders

Parents, students and staff views were sought throughout the year on a number of areas, with results of consultations shared with all along with proposed actions based on these.

- Areas consulted on include ethos, vision and values, learning and teaching, school uniform, health and wellbeing, format of parents' evenings and communication.
- 82% of parents/carers who responded stated that school staff respond quickly to queries or concerns
- 77% of parents/carers who responded stated that they are kept informed about the work of the school and school events
- 67% of parents/carers who responded stated that information regarding their child's progress reaches them at the right time
- 76% of staff who responded stated that they have opportunities to influence how the school improves
- 76% of staff who responded stated that they have been supported well in their wellbeing
- 93% of BGE students stated that staff treat them fairly and with respect
- 71% of BGE students stated that staff listen to them and pay attention to what they say

### Our Wider Achievements this year have been:

- A group of S3 girls made it to the final of the national Growing Future Assets Investment Competition
- A group of S2 students participated in climate change discussions at the COP26 conference in Glasgow as part of the Children's Parliament
- A large number of students from across the school participated in the West Lothian Schools County Athletics Championships, with students winning a wide range of medals.

- Our students continued to support local charities, raising money for Jak's Den, West Lothian Foodbank and Cancer Research as well as organising Christmas boxes for families within the local community.

Our students achieved much success in gaining a range of qualifications this session:

5 or more National 5 or equivalent in S4	67%
1 or more Highers or equivalent in S5	68%
3 or more Highers or equivalent in S5	48%
5 or more Highers or equivalent in S5	36%
1 or more Advanced Highers or equivalent in S6	15%

How good is our school? The quality indicators\* evidence that:

1.3 Leadership of Change	Very Good
2.3 Learning, teaching and assessment	Good
3.1 Ensuring wellbeing, equality and inclusion	Very Good
3.2 Raising attainment and achievement	Good

\*(Indicators used in How good is our School? 4<sup>th</sup> Edition, Education Scotland 2015 and How Good is Our Early Learning and Childcare? 2016)