

Deans Community High School

SCHOOL IMPROVEMENT PLAN

2022 / 2023



Courage

Relationships

Relevance

Values

Factors Influencing the Improvement Plan

School Factors

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

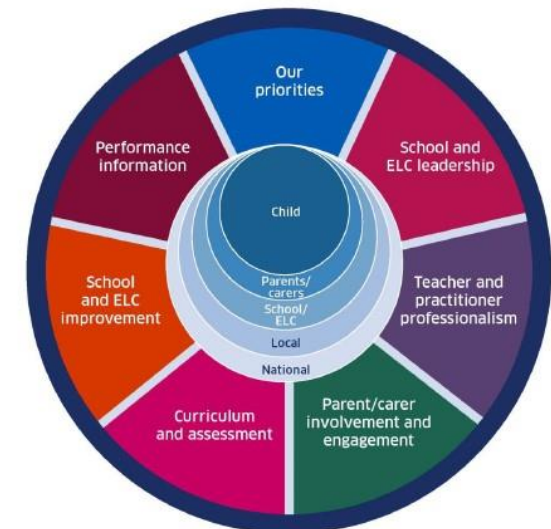
Local Authority Factors

Moving Forward in Your Learning Guidance
Literacy and Numeracy West Lothian Priorities, HWB
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
Equity Team and additional allocations, Pedagogy Team

National Factors

Coronavirus (COVID-19): Guidance on reducing the risks from COVID-19 in school
Moderation Cycle and Assessment
National Improvement Framework / Scottish Attainment Challenge / National Improvement Hub / Raising Attainment for All
Pupil Equity Funding/Equity Audit
How Good is Our School? 4th Edition and How Good is Our Early Learning and Childcare?, National Standard for ELC, Realising the Ambition
Getting it Right for Every child (GIRFEC)
Curriculum for Excellence Refresh
Developing Scotland's Young Workforce
Child Protection Procedures
GTCS professional standards and professional update 2021
Achieving Excellence and Equity 2022: National Improvement Framework and Improvement Plan
Putting Learners at the Centre: Towards a Future Vision for Scottish Education, The Ken Muir report, March 2022.
UNCRC
Presumption to provide education in a mainstream setting 2019

Support for Learning: All our Children and All their Potential (ASL Review) 2020



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Relationships

Relevance

Values

Our vision and values have been developed and agreed together as a school community. These 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 who share this community.

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



Our School Aims

ATTAINMENT AND ACHIEVEMENT

To raise standards of educational attainment for all in school, especially in the core skills of literacy and numeracy, and to achieve better levels in national measures of achievement including examination results.

FRAMEWORK FOR LEARNING

To support and develop the skills of teachers, the self-discipline of pupils and to enhance school environments so that they are conducive to teaching and learning.

INCLUSION AND EQUALITY

To promote equality and help every pupil benefit from education, with particular regard paid to pupils with disabilities and special educational needs, and to Gaelic and other lesser used languages.

VALUES AND CITIZENSHIP

To work with parents to teach pupils respect for self and one another and their interdependence with other members of their neighbourhood and society, and to teach them the duties and responsibilities of citizenship in a democratic society.



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Relationships

Relevance

Values

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



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Relationships

Relevance

Values

Contextual Data Analysis and Rationale for 2022/23 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. All members of the school community and partners are involved in evaluating the impact of the work of the school. Our self-evaluation, particularly within learning and teaching, well being and school ethos, 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 to identify the universal and targeted school Improvement Plan Priorities (SIP)

28% of our students live in quintile 1 (Q1) and 19% live in quintile 2 (Q2).

56% of students in Q1 achieved fourth level literacy at the end of S3 compared with 72% of students in Q5.

In session 2020-21, 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. 93.87% of leavers in 2020/10 went onto a positive destination, a 2% increase on the previous year.

The vast majority of students rated their overall wellbeing as green (79%) or amber (16%) in the wellbeing check-in last session, with 5% rating their wellbeing as red. Slightly more students from Q1 and Q2 (5% and 7% respectively) rated their wellbeing as red compared with Q4 and Q5 (5% and 2% respectively). Within each of the individual indicators, mental health was the area where students had most concerns, 15% rating red for mental health.

Student attendance rates across the school fell significantly in session 2021-22, with students in Q1 averaging at 80.89% and those in Q2 – Q5 averaging at 87.29%. Lower attendance rates have been proven to have a significant negative impact on attainment.

Within the BGE, 55% of students stated that they were unaware of the level they were working at in at least some of their subjects and 42% stated that they did not have regular learning targets or learning conversations with their teachers.

c. What are our improvement priorities? - Identified SIP priorities informed by the above data (detail in plan below)

- Improvements in attendance across the school, leading to improvements in Q1 attainment at fourth level literacy, level 5 in S4 and level 6 in S5
- Improvements in BGE students' awareness of the levels they are working at and how to improve their progress
- Improvements in staff and student wellbeing



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Relationships

Relevance

Values

Deans Community High School - School Improvement Planning for Ensuring Excellence and Equity				
School priorities linked to knowledge and data as identified on previous page	NIF Driver	Proposed actions	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 and physical health.</i></p> <p><i>Staff are supported and benefit from a range of wellbeing opportunities.</i></p>	<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>Health and wellbeing opportunities created, led by staff group.</p> <p>Mentors in Violence Prevention training will take place.</p> <p>HWB Responsibility of All group will continue, with specific focus areas of:</p> <ul style="list-style-type: none"> Improving student wellbeing Improving staff wellbeing Developing the HWB curriculum Improving parental engagement with HWB Supporting staff development (CLPL) <p>Mental health first aid training will be further expanded to all staff.</p>	<p>June 2022 – June 2023</p> <p>Sept 2022</p> <p>June 2022 – June 2023</p> <p>By Oct 2022</p>	<ul style="list-style-type: none"> Staff and student wellbeing ratings will have improved from the baseline data obtained in May 2022. Staff: 90% positive response to leadership and development opportunities, influencing school improvement & supported in wellbeing. Senior students participate in MVP training, indicating improved confidence in understanding of the issues and supporting students when delivering sessions through PSE lessons. Evidence gathered from student wellbeing check-ins indicate improved levels of confidence in wellbeing. Parent feedback, gathered at key points throughout the session, indicates improved confidence in supporting their child's wellbeing. All staff trained in supporting mental health. HWB RoA evaluations indicate that staff are confident in supporting student wellbeing.
<p>Raising attainment for all, particularly in literacy and numeracy(universal):</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><i>(Placing the human rights and needs of every child and young person at the centre of education)</i></p>	<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>All teaching staff will participate in the next phase of the leading learning programme. The programme will be adapted to reflect the needs identified in consultations.</p> <p>Continue to implement Cluster literacy programme.</p> <p>Accelerated reading programme will be embedded within BGE literacy periods. A whole school focus on developing student vocabulary will be led by the RoA Literacy group and built into the leading learning programme.</p> <p>PTC's will lead teachers in developing learning conversations to ensure all learners within the BGE are aware of their learning targets and how to meet these.</p> <p>A variety of additional opt-in CLPL workshops will be offered on INSET days.</p>	<p>June 2022 – June 2023</p>	<ul style="list-style-type: none"> Lesson observations (overall rating of very good for each department) and student voice to evaluate impact of learning and teaching approaches. Learners within the BGE will show an understanding of their learning targets and how to meet these. Leading Learning Group teacher evaluations will indicate understanding of pedagogy and confidence in implementing in classroom practice. Data will show an improvement in reading ages of 6 months or more. Analysis of tracking and monitoring data throughout the session will indicate any needs for interventions and the effectiveness of these. Staff CLPL sessions will take place, with feedback indicating greater confidence in each area by staff in attendance.



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Relationships

Relevance

Values

<p>Tackling the attainment gap between the most and least advantaged children (targeted):</p> <p><i>Young people are attending school to maximise their opportunities for attainment and achievement and parents have the tools to support their child in further develop their learning at home.</i></p> <p>(Placing the human rights and needs of every child and young person at the centre of education)</p>	<ul style="list-style-type: none"> ☑ School and ELC Improvement ☑ School and ELC Leadership ☑ Teacher and Practitioner Professionalism ☑ Parental Engagement ☑ Curriculum and Assessment ☑ Performance Information 	<p>A strategic attendance group will be created, involving staff from across the school and partners, to plan and implement interventions. This will include the appointment of a Family Link Worker to work with identified families in raising attendance levels.</p> <p>Planned parental engagement sessions will take place on the areas identified by parents/carers as those where they would benefit from support.</p>	<p>Sept 2022</p> <p>Aug 2022 – June 2023</p>	<ul style="list-style-type: none"> • Attendance data for each student for session 2021/22 used as baseline data. Overall student attendance will improve to greater than 91%. • Regular monitoring of individual student attendance figures will indicate concerns and appropriate interventions will be put in place, leading to improved attendance. • Feedback from parental engagement will indicate increased confidence in parents' understanding of how to support their child's learning at home.
<p>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</p> <p><i>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.</i></p> <p>(Placing the human rights and needs of every child and young person at the centre of education)</p>	<ul style="list-style-type: none"> ☑ School and ELC Improvement ☑ School and ELC Leadership ☑ Teacher and Practitioner Professionalism ☑ Parental Engagement ☑ Curriculum and Assessment ☑ Performance Information 	<p>Return of a work experience programme for S4 students.</p> <p>Further development of the skills academy programme within the BGE.</p> <p>Development of further NPA's within each curricular area.</p>	<p>Oct 2022</p> <p>June 2022 – June 2023</p> <p>Feb 2023</p>	<ul style="list-style-type: none"> • Tracking and monitoring of number of students on work experience placement will indicate at least 50% participation in the work experience programme. • Feedback from student voice will indicate high levels of confidence their understanding of the skills being developed. • Curriculum offers of NPA's in place by December.



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Relationships

Relevance

Values