

Deans Community High School



PROGRESS REPORT FOR SESSION 2022/23

(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 2022 was 984, with 84% of students staying on from S4 to S5. The majority of those who have left have gone onto a positive destination (89%). 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.

In October 2022 the school underwent a full inspection by HMIE where the following evaluations were awarded:

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	Satisfactory

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 2022/23 and what the impact has been. Our next steps in continuing to address these priorities in session 2023/24 are detailed in our School Improvement Plan which can be found on the school website.

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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 evaluated our overall provision using quality indicators (QIs) in How Good is our School 4 (HGIOS4) 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 2022/23 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 fourth year of the programme which is led by teachers and has a strong emphasis on working together to improve the impact of teaching on learners. 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 further embedded 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. Literacy was also supported by a whole focus on vocabulary within each subject.</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"> • Improvements in learning and teaching across the school • 93% of S1-S3 students and 97% of S4-S6 students stated that the feedback they receive from their teachers helps them to understand what they should do to improve • Significantly improved attainment within SQA examinations. • Improved S4 attainment within literacy at fourth level and numeracy at third level • Improved reading ages of S1 and S2 learners
<p>2. To close the attainment gap between the most and least disadvantaged children Our measurable outcome for session 2022/23 was for young people to be attending school to maximise their opportunities for attainment and achievement, and for parents to have the tools to support their child in further developing their learning at home. NIF Driver(s): <input checked="" type="checkbox"/> School and ELC Improvement. <input checked="" type="checkbox"/> School and ELC Leadership</p>	<p>We have made some progress.</p> <p>What did we do?</p> <p>A strategic attendance group was created, involving staff from across the school and key partners to plan and implement interventions. This included the appointment of a Family Support Worker to work with identified families in raising attendance levels.</p> <p>A range of parental engagement sessions took place throughout the year and included advice of how to support young people in reading, writing, maths and careers.</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"> • Attendance of students in quintile 1 increased from 78.44% in session 2021/22 to 81.8% in session 2023/23 • Learners' achievements in national qualifications have improved • Increase in the percentage of quintile learners achieving third and fourth level literacy by the end of S3

<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"> • Increase in the percentage of quintile learners achieving third and fourth level numeracy by the end of S3 • The attainment gap between Q1 and Q5 learners at third and fourth levels in literacy and numeracy has reduced
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<p>3. To improve children and young people's health & wellbeing Our measurable outcome for session 2022/23 was for young people to benefit from access to a wide range of help in managing and improving their mental health. Staff would be supported and benefit from a range of wellbeing activities. 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>Senior students participated in Mentors in Violence Prevention training where they showed increased confidence in their understanding of issues around violence. They then worked with younger students on this within PSE classes. The wellbeing check-in continued to be utilised by all students, with areas of concern highlighted and steps taken to address them.</p> <p>Staff wellbeing opportunities took place throughout the session.</p> <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • 79% of students rated their overall wellbeing as green • Parents/carers who attended the wellbeing evening reported increased confidence in dealing with aspects of physical and mental health of their child
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<p>4. To improve employability skills, and sustained, positive school-leaver destinations for all young people Our measurable outcome for session 2022/23 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. NIF Driver(s): <input checked="" type="checkbox"/> School and ELC Improvement. <input checked="" type="checkbox"/> School and ELC Leadership</p>	<p>We have made good progress.</p> <p>What did we do?</p> <p>The S4 work experience programme was reintroduced with S4 students having the opportunity to work with an employer of their choice.</p> <p>The Skills Academy programme was further embedded into the BGE curriculum. This was highlighted as best practice by HMLe.</p> <p>Further NPA's have been developed for session 2023/24.</p> <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • Students within S4 successfully participated in work experience with local employers. • Students within the BGE have an increased awareness of the skills they are developing (94% positive response) • 3 students successfully completed the career Ready programme.
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<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	
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Attendance and Exclusions

- Attendance increased from 84.66% in session 2021/22 to 89.0% in session 2022/23. For students in quintile 1 the average attendance figure was 81.8%. This continues to be an area of focus in the 2023/24 school improvement plan.
- Exclusions fell from 0.06% in session 2021/22 to 0.05% in session 2022/23. A range of remediation and supports were put in place throughout the session and continue into session 2023-24.

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, reporting, health and wellbeing, and communication.
- 83% of parents/carers who responded stated that school staff respond quickly to queries or concerns
- 93% of parents/carers who responded stated that the reports they receive help them to understand what their child should focus on to improve
- 91% of parents/carers who responded stated that the school promotes the importance of attendance at school
- 91% of staff who responded stated that they this session's learning and teaching programme has helped to improve their classroom practice
- 90% of BGE students stated that they are aware of the level they are working at in their subjects
- 92% of senior phase students stated that they found the exam immersion days I to be helpful

Our Wider Achievements this year have been:

- Two Christmas concerts and a Spring concert, each featuring a wide range of musical acts and styles
- Sportathon – an overnight sporting event which raised over £3500 to support extra-curricular sports activities, minimising the cost of these activities for families and increasing engagement
- 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 a range of these 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	68%
1 or more Highers or equivalent in S5	78%
3 or more Highers or equivalent in S5	50%
5 or more Highers or equivalent in S5	39%
1 or more Advanced Highers or equivalent in S6	13%

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? 4th Edition, Education Scotland 2015 and How Good is Our Early Learning and Childcare? 2016)