

Deans Community High School

SCHOOL IMPROVEMENT PLAN

2023 / 2024



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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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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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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



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Contextual Data Analysis and Rationale for 2023/24 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)

26% of our students live in quintile 1 (Q1) and 22% live in quintile 2 (Q2).

In session 2022-23, Senior Phase attainment at level 45 in S4 was 68% (1% above target). In S5, attainment at level 46 was 78% for 1 or more passes (3% above target), 50% for 3 or more passes (on target) and 39% for 5 or more passes (3% above target). In S4, 20% of students within Q1 achieved 5 or more passes at level 5 and 67% of students within Q5 achieved 5 or more level 5 passes. For S5 students within Q1, 21% achieved 5 or more passes at Higher, 37% achieved 3 or more and 58% achieved one or more Highers. For S5 students within Q5, 44% of those achieved 5 or more passes at Higher, 75% achieved 3 or more passes and 88% achieved one or more Highers. 91.16% of leavers in 2021/22 went onto a positive destination.

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. 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 improved in session 2022-23 from 84.66% to 89.0%, with students in Q1 increasing slightly from 78.44% to 81.8% and those in Q2 – Q5 increasing slightly from 87.07% to 88.63%. Lower attendance rates have been proven to have a significant negative impact on attainment.

c. **What are our improvement priorities?** - Identified SIP priorities informed by the above data and the HMIe report published January 2023 (detail in plan below).

- Improvements in attendance at Q1
- Improvements in level 5 literacy in S4/S5 and level 6 literacy in S5/S6
- Improvements in 1+ and 3+ level 6 attainment in S5/6
- Continue to improve the consistency of learning, teaching and assessment, especially ensuring tasks and activities meet the needs of all young people.

Deans Community High School - School Improvement Planning for Ensuring Excellence and Equity



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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>Continue to implement Mentors in Violence Prevention training.</p> <p>HWB Responsibility of All group will continue, with specific focus areas of:</p> <ul style="list-style-type: none"> Improving student wellbeing Developing the HWB curriculum Improving parental engagement with HWB Supporting staff development (CLPL) 	<p>Aug 2023 – June 2024</p> <p>June 2023 – June 2024</p>	<ul style="list-style-type: none"> 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. 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 improvements in 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>Implement Cluster numeracy programme.</p> <p>Accelerated reading programme will be further embedded within BGE literacy periods.</p> <p>Literacy attainment strategy in place, including level 5 literacy attainment being monitored closely at department and SMT level and captured as early as possible.</p> <p>S5 and S6 course choices reviewed at key points to ensure maximum engagement and appropriate levels.</p> <p>PTC's will lead teachers in planning and developing classroom practice which is less teacher-led and increasing assessing learner progress during lessons.</p>	<p>June 2023 – June 2024</p> <p>Aug 2023 - June 2024</p> <p>June 2023 – June 2024</p> <p>June 2023 – May 2024</p> <p>June 2023 – May 2024</p>	<ul style="list-style-type: none"> Leading Learning Group teacher evaluations will indicate understanding of pedagogy and confidence in implementing in classroom practice. Baseline data gathered for numeracy will show increased confidence levels in each of the identified areas of focus. Data will show an improvement in reading ages of 6 months or more. Literacy attainment at Level 5 will be in line with or above the VC (S4 >77%, S5 >79%) with Level 6 > 49%). Analysis of tracking and monitoring data throughout the session will indicate any needs for interventions and the effectiveness of these. S5 and S6 attainment at 1+ and 3+ level 6 is at least in line with the VC. Lesson observations (overall rating of very good for each department) and student voice to evaluate impact of learning and teaching approaches.



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		A variety of additional opt-in CLPL workshops will be offered on INSET days, based on identified needs in staff consultation.	June 2023 – June 2024 June 2023 – June 2024	<ul style="list-style-type: none"> Staff CLPL sessions will take place, with feedback indicating greater confidence in each area by staff in attendance.
<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.</i></p> <p>(Placing the human rights and needs of every child and young person at the centre of education)</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>The strategic attendance group, including the Family Link Worker, will continue to plan and implement interventions. This will include working with identified families in raising attendance levels.</p> <p>Increased tracking of S6 attendance and interventions.</p>	Aug 2023 – June 2024	<ul style="list-style-type: none"> Attendance data for each student for session 2022/23 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.
<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>	<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>Expansion of work experience programme for S4 students.</p> <p>Review of BGE curriculum.</p> <p>Further development of the skills academy programme within the BGE, particularly in developing through S3.</p>	<p>Oct 2023</p> <p>Jun 2023 – Jun 2024</p> <p>June 2023 – May 2024</p>	<ul style="list-style-type: none"> Tracking and monitoring of number of students on work experience placement will indicate at least 60% participation in the work experience programme. All stakeholder views are gathered and relevant data collated. These are considered along with current national and local developments leading to informed decisions on the BGE curriculum moving forward. Feedback from student voice will indicate high levels of confidence their understanding of the skills being developed.



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Pupil Equity Fund

2023—24

In consultation with students, staff and parents we use our allocation of £133,525 for the following:

Literacy:

- ◆ Further embed accelerated reader to improve literacy across the BGE. Dedicated Literacy period in S1 and S2 to support the use of accelerated reader.
- ◆ Use the data from accelerated reader to identify learners for targeted intervention.
- ◆ Senior students supporting identified learners with literacy.

Numeracy:

- ◆ Working with all of our cluster primaries in a maths improvement initiative.
- ◆ Dedicated Numeracy Period in S1 and S2 to improve numeracy skills.
- ◆ Use the data from numeracy skills initiative to identify learners for targeted interventions.

Across Learning:

- ◆ To promote understanding of pedagogy and embed this in classroom practice, all teachers within the school are engaging in the Leading Learning Programme.
- ◆ Continue to embed the role of Pastoral Support Leads to support learners to thrive.
- ◆ Further embed Skills across the curriculum to help students recognise the skills they use in learning, life and work.
- ◆ To further develop and identify learners who would benefit from participating in Barista Training and the Customer Service Award as part of Developing the Young Workforce.

Health and Wellbeing:

- ◆ Students continue to have access to Your Space Counselling service.
- ◆ Improve Health and Wellbeing for students through breakfast club and safety zone.
- ◆ Targeted interventions to support improving attendance.
- ◆ Uniform items available for students.



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