Deans Community High School

School Improvement Plan

2024-2025

Head Teacher's Introduction

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 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.

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
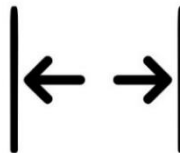
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# Raising Educational Attainment Strategy 2023-2028

Outcome 1 – Learning & Curriculum Ensuring every child and young person experiences varied, vibrant and challenging learning experiences which are built on the provision of high quality and inclusive learning, teaching and assessment. Fundamental to this is the design and implementation of a curriculum that creates the conditions, culture and ethos for all four capacities (successful learners, confident individuals, responsible citizens and effective contributors) to thrive and be equally valued.

Outcome 2 – Wellbeing, Inclusion & Attendance Improving wellbeing, inclusion and attendance for all children and young people, promoting confidence, independent thinking and resilience. Fundamental to this is working with families and partners to support the highest possible levels of engagement and equity for all. Improving health and wellbeing for all children and young people will lead to raised educational attainment and achievement, ensuring that learning promotes confidence, resilience, engagement, independent thinking and positive mindsets which in turn increases personal, social, cultural and economic opportunities.

[West Lothian Raising Educational Attainment Strategy 2023-2028](#)

National Improvement Framework Priorities 2024

1 Placing the human rights and needs of every child and young person at the centre of education

2 Improvement in children and young people's health and wellbeing

3 Closing the attainment gap between the most and least disadvantaged children and young people

4 Improvement in skills and sustained, positive school-leaver destinations for all young people

5 Improvement in achievement, particularly in literacy and numeracy
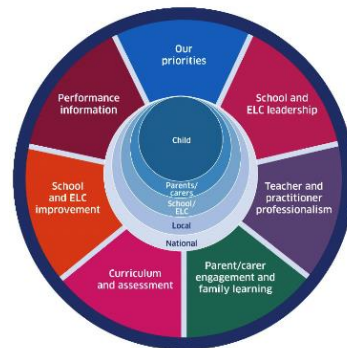
Summary of Deans Community High School Priorities 2024-2025

Overall attendance will increase from 84% to 86% by June 2025

Promoting positive behaviour across the school

Positive Destinations will improve from 90.8 % to 92% by October 2024
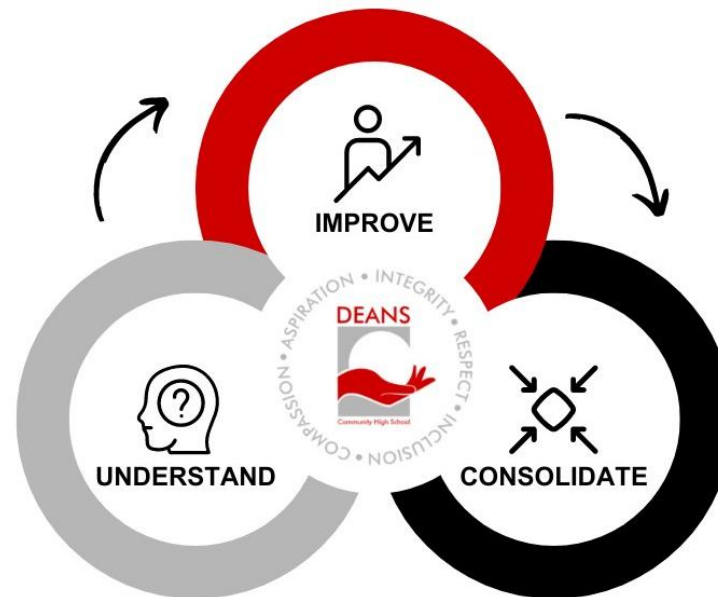
What are the implications of the Education (Scotland) Bill for our context?

How do mobile phones in classes impact on learner engagement?

Continue focus on level 5 and 6 attainment through Aug 2024 to June 2025

Maintain focus on consistency of high quality and learning & teaching

Build on recent Improvements in numeracy performance across the Deans cluster

Continue implementation of Building Thinking Classrooms in Maths

Priorities for Improvement

Attendance

Desired Outcome	QIs	Action	Timeline	Who	Measurement / Evidence	Progress Update
By June 2025, improve overall levels of average attendance to at least 86% in conjunction with WL RAISE plan targets.		Students most at risk identified based on current data within Power BI.	Sep 2024	DHT Support House Teams	Data gathered through Power BI.	
		Trial attendance diary, for use with identified students overseen by Tutor teachers.	Sept 2024 – Jun 2024	DHT Support Tutor teachers	Data gathered through Power BI will be analysed and discussed and actioned at House meeting.	
By June 2025, improve overall average attendance of Q1 learners to at least 82% in conjunction with WL RAISE plan targets.	3.1 3.2 3.1 3.2 3.1 3.2	Students most at risk identified based on current data within Power BI.	Sep 2024	DHT Support House Teams	Data gathered through Power BI.	
		Trial attendance diary, for use with identified students overseen by specific support staff.	Sept 2024 – Jun 2024	DHT Support House Teams	Data gathered through Power BI will be analysed and discussed and actioned at House meeting	
By June 2025, improve overall average attendance of young people in receipt of free school meals to at least 77% in conjunction with WL RAISE plan targets.		Students most at risk identified based on current data within Power BI.	Sep 2024	DHT Support House Teams	Data gathered through Power BI.	
		Trial attendance diary, for use with identified students overseen by specific support staff.	Sept 2024 – Jun 2024	DHT Support House Teams	Data gathered through Power BI will be analysed and discussed and actioned at House meeting	

Promoting Positive Behaviour Across the School

Desired Outcome	QIs	Action	Timeline	Who	Measurement / Evidence	Progress Update
Draft DCHS policy aligns with updated WLC policy.	1.3 3.1 1.3 3.1 1.3 3.1	WLC promoting positive behaviour policy is received and read.	By Sept 2024	PPB group	Policy shared among staff.	
		Draft DCHS policy is considered alongside WLC policy and any required adjustments made to ensure they align.	By end Dec 2024	PPB group	Minutes from working group note discussion on policies and amendments required.	
All stakeholders are consulted on draft DCHS policy.		DCHS draft policy shared with students, parents and staff with views sought. Discussion at Parent Council.	Dec 2024 – Feb 2025	PPB group	• Policy shared through assemblies, website and newsletters. • Parent Council minutes detailing discussion.	
		All views considered and policy amended as appropriate.	March 2025	PPB group	Minutes from working group note collation of views and amendments made.	

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Policy is implemented		New policy shared with all stakeholders.	April 2025	PPB group	Policy in place.	
		Staff are supported in understanding the policy through discussion during staff meetings.	May 2025	PPB group	INSET and department discussion.	
		Students are supported in understanding the policy through discussion during PSE classes and assemblies.	May – June 2025	PPB group Heads of House PSE teachers	• Learner focus groups used to ascertain level of understanding. • Data analysis of referrals and exclusions.	

Positive Destinations

Desired Outcome	QIs	Action	Timeline	Who	Measurement / Evidence	Progress Update
Students identified as being at risk of a negative destination by October 2024 census date are identified for appropriate action. This is in line with WL RAISE plan.	2.6 2.7 3.2 3.3	Weekly Hub meetings used to identify at risk students and potential positive destinations.	June 2024 – Oct 2024	DHT Support, HoH, SDS	Use of Power BI data in identifying students not yet in positive destinations.	
		All updated information to be sent to and recorded by SDS.	June 2024 – Oct 2024	DHT Support, HoH, SDS	Power BI data checked against SDS for any discrepancies.	
Students identified as being at risk of a negative destination by October 2025 census date are identified for appropriate action. This is in line with WL RAISE plan.		Monthly Hub meetings used to identify at risk students and potential positive destinations.	Oct 2024 – June 2025	DHT Support, HoH, SDS	• Data updated regularly by SDS • Use of Power BI to review accuracy of data at Hub meetings.	

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Priorities for Consolidation ⌖

Maintain Focus on Consistency of High Quality Learning, Teaching & Assessment

Desired Outcome	QIs	Action	Timeline	Who	Measurement / Evidence	Progress Update
There will exist an appropriate level of pace and challenge in most classes.		Departments to review existing level of pace and challenge through PTC/DHT observations.	By November '24.	PTC's & DHT's	A variety of lessons will be observed within each department with each teacher observed at least once.	
		Reviews brought together within SLT to gain overview and identify any actions required to address areas where levels of pace and challenge are not sufficiently strong.	By January '24.	SLT	Outcomes of observations discussed between PTC & link DHT initially and agreed levels pace & challenge noted. PTC/DHT notes discussed overall within SLT group and agreed actions recorded.	
		Steps taken to address gaps.	By June '24.		Most lessons observed will evidence an appropriate level of pace and challenge.	
All teachers will provide parents/carers with reports that are relevant and provide clear information regarding their child's progress and actions for continued progress.	1.1 1.2 1.3 2.3	School-based CLPL with all teaching staff on the purpose of reporting and guidance on writing effective reports.	Oct INSET	All teachers	Feedback from parents following each report indicates most understand how their child is progressing and next steps required for improvement.	
		Reports quality assured by PTC's and SMT.	Oct '24 – Jun '24	PTC's/SMT		
		Effectiveness of reports evaluated.	Oct '24 – Jun '24	SMT		
All teaching staff will challenge and build upon their classroom practice through engagement in the school's Leading Learning Programme.		Teaching Walk Thru's implemented with Leading Learning groups as per Leading Learning Strategic Plan.	Aug '24 – Jun '25	All teachers	• Feedback from all teachers indicates almost all have positively impacted on their classroom practice. • Learner focus groups used to measure impact on learning.	
Increase confidence amongst almost all secondary teachers of what "meeting learners' needs" looks like in the classroom. This is in conjunction with WL RAISE plan.		Engagement in WLC activities through subject networks.	3 x network afternoons	All teachers	Network feedback indicates an increased confidence to articulate how learners' needs are met.	

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Continue focus on Level 5 and Level 6 Attainment

Desired Outcome	QIs	Action	Timeline	Who	Measurement / Evidence	Progress Update
By August 2025, attainment within S4 of 5 or more at level 5 SQA sustained at a minimum of 40%.	1.1 1.3 2.3 3.2	Analysis of Aug '24 SQA results and tracking data from session 23/24 to highlight trend and anomalies.	September '24	HT DHT's	• 5 year trend identified • Comparison with VC • Comparisons with predictions from tracking data	
		Students' subjects and presentation levels analysed and risk assessed. Appropriate mitigations taken throughout the session. Particular focus at key points: post assessment & prior to SQA diet.	September '24 – May '25	HT SLT	• Risk assessed data discussed within SLT • Ongoing tracking data shows at least 40% of S4 students achieving 5 or more at Nat 5.	
By August 2025, attainment within S5 of 5 or more at level 6 SQA sustained at a minimum of 20%. By August 2025, attainment within S5 of 3 or more at level 6 SQA improves to minimum of 40%. By August 2025, attainment within S5 of 1 or more at level 6 SQA improves to minimum of 50%.		All S5 students interviewed upon return in August and recoursed if necessary to maximise chances of progression based on N5 results.	August '24	DHT	• Risk assessed data discussed within SLT at fortnightly meetings. • Non-negotiables shared with teachers. • Ongoing tracking of attainment of each student shows targets are being met.	
		Analysis of Aug 2024 results to identify strengths and areas for improvement.	Aug – Sept '24	PTC's/PT's SMT		
		Students' subject choices risk assessed. Appropriate mitigations taken throughout the session. Particular focus at key points: post assessment & prior to SQA diet.	Sept '25 – May '25	PTC's/PT's SMT		

Improvements in Numeracy Performance Across the Deans Cluster

Desired Outcome	QIs	Action	Timeline	Who	Measurement / Evidence	Progress Update
Learners will be confident in their numeracy skills and ability to apply these to solve mathematical problems.	1.1 1.2 1.3 2.2 2.3 2.6 3.2	Agreed second level progression plan for all cluster schools with the Deans cluster.	By Sept '24	Cluster HT's, Numeracy Leads	• Progression plans in place and shared with all cluster primary teachers and DCHS maths teachers. • Areas of focus shared with all cluster primary teachers and DCHS maths teachers. • Observations of maths lessons during QI days. • Learner focus groups.	
		Areas of focus agreed based on SNSA data and observations throughout session 23/24.	By Sept '24	Cluster HT's, Numeracy Leads		
		CLPL for CAT sessions planned and implemented.	Aug '24 – Jun '25	Cluster HT's, Numeracy Leads, All primary teachers		

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Implementation of Building Thinking Classrooms in Maths

Desired Outcome	QIs	Action	Timeline	Who	Measurement / Evidence	Progress Update
Through the continued implementation of building thinking classrooms in maths, learners will improve their ability to think critically and develop their ability to reason logically, solve problems and make reasoned decisions. By actively involving learners in the learning process through discussions, reflections and hands on activities, learning will be more engaging, motivating and meaningful.	1.1 1.2 1.3 2.2 2.3	BTC lead and PTC to continue to engage with the BTC Maths group.	Aug '24 – Jun – '25	BTC lead PTC Maths	• Observations of BTC lessons showing levels of participation and engagement. • Department minutes showing levels of discussion on implementation • Learner focus groups	
		All maths teachers to implement stages 1 to 3 of BTC with BGE classes.	Aug '24 – Jun – '25	All maths teachers		
		Work with the BTC Maths group in considering implementing further stages of BTC Maths.	Aug '24 – Jun – '25	BTC lead PTC Maths		

Prielities for Understanding

What are the implications of the Education (Scotland) Bill for our context?

Desired Outcome	QIs	Action	Timeline	Who	Measurement / Evidence	Progress Update
To consider the implication of future educational reform on the curriculum and ensure a strong curriculum offer.	1.3 1.4 2.3	Ongoing support of staff in understanding the implications of Scottish curriculum reform such as the Hayward review.	Oct '24 – May '25	All teaching staff	Discussion during INSET days indicate levels of understanding of any considered changes and actions that may be required for future implementation.	

How do mobile phones in classes impact on learner engagement?

Desired Outcome	QIs	Action	Timeline	Who	Measurement / Evidence	Progress Update
To consider the wider impacts, both positive and negative, of mobile phone use within a classroom setting.	1.3 2.3 3.2	Implement trial change of removal of phones within a targeted number of classes.	May '24	LL group	• Focus groups of learners to measure perceived effectiveness of removal of phones on focus in class. • Staff survey to measure perceived effectiveness on learner engagement and concentration.	
		Share findings and rationale with all staff.	Aug '24	LL leader		
		Implement fully across all classes.	Aug '24	All teachers		
		Analysis of impact.	Aug '24 – Jun '25	LL group		

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