

West Calder High School



IMPROVEMENT PLAN

2018 / 2019

Factors Influencing the Improvement Plan

School Factors

Addressing Action Points identified in school's Self Evaluation procedures
Cluster Improvement Plan
Consistency in learning and teaching, implementing recommendations of *Improving Scottish Education*
Flexible early learning and childcare implementation

Local Authority Factors

Moving Forward in Learning – Leadership for Improvement; Learning, Teaching and Assessment; Wellbeing and Inclusion; Early Years Framework
Raising attainment, including closing the gap
Delivering Better Outcomes
Single Outcome agreement
Corporate Plan
Integrated Children's Services Plan (Life Stages)
Education Services Management Plan
West Lothian's Early Years' Framework
West Lothian Parental Engagement Framework
Increased entitlement to early years' provision

National Factors

National Improvement Framework / Scottish Attainment Challenge / National Improvement Hub / Raising Attainment for All
Pupil Equity Funding
How Good is Our School? 4th Edition and How Good is Our Early Learning and Childcare
Getting it Right for Every child (GIRFEC)
Curriculum for Excellence
Developing Scotland's Young Workforce
Building the Ambition
Standardised Assessments
Child Protection Issues / Guidance
National Legislation: Children and Young People (Scotland) Act 2014
GTCS standards and professional update
Effective moderation processes (internal and external) to inform the achievement of a CfE level
Children and young people's assessments that are accurate and inform decisions and interventions and contribute to their progress and wellbeing



West Calder High School

Working together to bring out the best in you

Our Values

Ambition

Equity

Respect

Our focus is on excellence and continuous improvement to achieve the very best outcomes for learners.

West Calder High School			Ensuring Excellence and Equity			
Desired outcomes linked to NIF priorities	NIF driver mapping	HGIOS4 QIs	Proposed Actions	By Whom	By When	Measures of Success
<p>Raising attainment for all:</p> <p>There is collective ownership of school visions, values and aims. This will underpin continuous improvement</p> <p>Digital technology is a central consideration in all areas of curriculum and assessment delivery</p> <p>All pupils receive a consistently high quality learning experiences.</p> <p>Young people who are underachieving are identified quickly with appropriate intervention strategies to support their learning employed.</p> <p>Pupils take responsibility for their learning and through meaningful dialogue with their teachers and families are confident in their next steps in learning.</p> <p>Improvements in parental engagement will ensure parents are equipped with the knowledge and skills to support their child's learning.</p> <p>Peer mentoring supports learning at all stages.</p>	<input checked="" type="checkbox"/> School Improvement <input type="checkbox"/> School Leadership <input type="checkbox"/> Teacher Professionalism <input checked="" type="checkbox"/> Parental Engagement <input type="checkbox"/> Assess. of Children's Progress <input type="checkbox"/> Performance Information	<p>1.2</p> <p>2.3</p> <p>2.5</p> <p>3.1</p> <p>3.2</p>	<p>1.1 Implement a comprehensive approach to enhance the effective use of digital technology across the curriculum</p> <p>1.2 Embed whole-school focus on developing aspects of classroom practice to improve consistency in the quality of learners' experiences with a specific focus on questioning and feedback.</p> <p>1.3 Strengthen the tracking and monitoring system introduced session 2017-18 by devising a policy to support using the system.</p> <p>1.4 Embed attainment strategies introduced in 2017-18</p> <p>1.5 Apply the range of attainment strategies introduced in the senior phase to the BGE ensuring robust tracking and targeted interventions.</p> <p>1.6 Increase the number of focussed learning conversations to support tracking and monitoring.</p> <p>1.7 Streamline channels of communication for parents to discuss their child's progress.</p> <p>1.8 Increase the number of parental engagement evenings with a focus on literacy and numeracy.</p> <p>1.9 Introduction of peer mentoring</p>	<p>DHT PTCs All staff</p> <p>L. Moore PTCs All staff</p> <p>ELT All Staff</p> <p>ELT All Staff</p> <p>ELT All Staff</p> <p>SLT D Young</p> <p>ELT</p>	<p>June 2019 with termly evaluation</p> <p>Sep 2018</p> <p>June 2019 with termly evaluation</p> <p>June 2019 with termly evaluation</p> <p>June 2019 with termly evaluation</p> <p>Sep 2018</p> <p>On-going</p> <p>Sep 2018</p>	<p>1.1</p> <ul style="list-style-type: none"> Successful implementation of digital strategy Digital school award <p>1.2</p> <ul style="list-style-type: none"> Increased number of teachers leading and attending in-house CLPL Quality Assurance mechanisms including ELT lesson visits, learning rounds and pupil feedback. All faculties engaging with GLOW platforms <p>1.2</p> <ul style="list-style-type: none"> Implementation and successful application of policy. Quality of data <p>1.4 & 1.5</p> <ul style="list-style-type: none"> Tracking and assessment data <p>1.5</p> <ul style="list-style-type: none"> Feedback from pupils <p>1.6 & 1.7</p> <ul style="list-style-type: none"> Feedback for pupils/parents

West Calder High School			Ensuring Excellence and Equity			
Desired outcomes linked to NIF priorities	NIF driver mapping	HGIOS4 QIs	Proposed Actions	By Whom	By When	Measures of Success
<p>Improvement in Literacy for all:</p> <p>There is a clear focus on the planning and development of literacy skills in a progressive way across the curriculum which will support pupils in the development of these key skills.</p> <p>Pupils develop literacy skills in a range of contexts across the curriculum.</p> <p>Staff are more confident in assessing and moderating CfE literacy levels within their own curricular area which will ensure richer experiences and outcomes for learners.</p> <p>The assessment of literacy across the curriculum is robust and reliable which will enable all young people to reach the highest levels of achievement in literacy and numeracy.</p> <p>All young people are provided with the opportunity and support to achieve level 3 literacy.</p>	<input checked="" type="checkbox"/> School Improvement <input type="checkbox"/> School Leadership <input checked="" type="checkbox"/> Teacher Professionalism <input type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Assess. of Children's Progress <input checked="" type="checkbox"/> Performance Information	<p>1.2</p> <p>2.3</p> <p>2.5</p> <p>3.1</p> <p>3.2</p>	<p>2.1 Plan school-wide programme of literacy course developments, assessment and moderation.</p> <p>2.2 Strengthen the provision for young people at risk of not achieving, to ensure they are able to access learning that will support the achievement of level 3 literacy.</p> <p>2.3 Increase the number of pupils from quintile 1 achieving level 4 literacy by 10%.</p> <p>2.4 Staff training / collegiate opportunities aimed at improving understanding of standards in literacy within the BGE and supporting delivery of skills.</p>	<p><i>L. Moore</i> <i>Lit Co-ord</i> <i>J. Stirling</i> <i>All staff</i></p>	<p><i>Dec 2018</i></p> <p>June 2019 with termly evaluation</p> <p><i>June 2018</i></p> <p>June 2019 with termly evaluation</p> <p><i>On-going</i></p>	<p>2.1</p> <ul style="list-style-type: none"> Assessment capture forms <p>2.2</p> <ul style="list-style-type: none"> Course plans Pupil feedback Attainment data <p>2.3</p> <ul style="list-style-type: none"> Classroom visits Staff views Moderation materials and supporting evidence
West Calder High School			Ensuring Excellence and Equity			

Desired outcomes linked to NIF priorities	NIF driver mapping	HGIOS4 QIs	Proposed Actions	By Whom	By When	Measures of Success
<p>Improvement in Numeracy for all:</p> <p>Increase in the number of young people achieving 3rd level.</p> <p>Increase the number of young people achieving 4th level.</p> <p>All judgements on progress within numeracy are based on robust evidence from across the curriculum.</p> <p>The P7 curriculum is coherent and enables a smooth transition to S1, building confidence and skill in key aspects of numeracy.</p> <p>Parents and carers have a stronger understanding of how to support their child at home and the resources and support available to them.</p>	<input checked="" type="checkbox"/> School Improvement <input type="checkbox"/> School Leadership <input checked="" type="checkbox"/> Teacher Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Assess. of Children's Progress <input checked="" type="checkbox"/> Performance Information	<p>1.2</p> <p>2.3</p> <p>2.5</p> <p>3.1</p> <p>3.2</p>	<p>3.1 Develop staff confidence in using a range of assessment methods to make professional judgements on the numeracy levels of all pupils</p> <p>3.2 Introduce a system that will support tracking and monitoring of numeracy across learning.</p> <p>3.3 Work collaboratively with colleagues in cluster to devise a programme of work that will support successful progression across numeracy benchmarks.</p> <p>3.4 Organise parental engagement events to provide information and guidance on how to support learning at home.</p>	<p>L Quilter S. McKibben E. Sharp All staff</p>	<p>June 2019 with termly evaluation</p> <p>Sep 2018</p> <p>June 2019 with termly evaluation</p> <p>Dec 2018</p>	<p>3.1</p> <ul style="list-style-type: none"> Classroom visits Staff views Moderation materials and supporting evidence <p>3.2</p> <ul style="list-style-type: none"> TMR data Staff feedback Pupil feedback Course outlines for session 2019-20 <p>3.3</p> <ul style="list-style-type: none"> Attainment data Course plans <p>3.4</p> <ul style="list-style-type: none"> Parental views Attendance at events

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Desired outcomes linked to NIF priorities	NIF driver mapping <i>(check as appropriate)</i>	HGIOS4 QIs	Proposed Actions	By Whom	By When	Measures of Success
<p>Improvement in all children and young people's wellbeing:</p> <p>Successful implementation of the wellbeing programme.</p> <p>Young people are able to identify and use appropriate resilience strategies.</p> <p>Staff have the knowledge and confidence to support young people to maximise their mental health and wellbeing.</p> <p>All pupils are actively involved in decision making.</p>	<input checked="" type="checkbox"/> School Improvement <input checked="" type="checkbox"/> School Leadership <input checked="" type="checkbox"/> Teacher Professionalism <input type="checkbox"/> Parental Engagement <input type="checkbox"/> Assess. of Children's Progress <input type="checkbox"/> Performance Information	<p>1.2</p> <p>2.3</p> <p>2.5</p> <p>3.2</p> <p>3.1</p>	<p>4.1 Develop and implement a resilience programme as part of the Health and wellbeing programme</p> <p>4.2 Promote the importance of resilience with staff and pupils at assemblies and when working collegiately.</p> <p>4.3 Strengthen the role of key adult through tutor time</p> <p>4.4 Review the Positive Relationships, Positive Learning policy to ensure it articulates with new school values.</p> <p>4.5 Continue to work with families to embed strategies to maximise attendance of those in quintile 1.</p> <p>4.6 Train all staff in mental health first aid</p> <p>4.7 Devise, implement and evaluate a strategy for strengthening pupil Voice</p>	<p>SLT L. Quilter HoH C. McSporan Pupil Support team All staff Partners</p>	<p>June 2019 with termly evaluation</p> <p>June 2019 with termly evaluation</p> <p>June 2019 with termly evaluation</p> <p>Oct 2018</p> <p>June 2019 with monthly evaluation</p> <p>Oct 2018</p> <p>June 2019</p>	<p>4.1 & 4.2</p> <ul style="list-style-type: none"> GMQ and WL resilience questionnaire to be used as a baseline and evaluative tool. <p>4.3</p> <ul style="list-style-type: none"> Pupil views Classroom visits <p>4.4</p> <ul style="list-style-type: none"> Classroom visits Reduction in the number of referrals Stakeholder views <p>4.5</p> <ul style="list-style-type: none"> Attendance figures <p>4.6</p> <ul style="list-style-type: none"> Staff views Pupils views Resilience questionnaire <p>4.7</p> <ul style="list-style-type: none"> Pupil views

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<p>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</p> <p>Young people experience rich work-based learning which enables them to make informed career choices.</p> <p>Young people are supported to make informed choices about the next phase of their learning.</p> <p>Pupils have a deeper understanding of the skills set available.</p> <p>Young people can demonstrate a range of significant skills for learning, life and work as they progress through their learning.</p> <p>Pupils are more able to recognise and apply skills in different contexts.</p> <p>Our curriculum is aligned with recommendations outlined in the Career Standard.</p>	<input checked="" type="checkbox"/> School Improvement <input type="checkbox"/> School Leadership <input checked="" type="checkbox"/> Teacher Professionalism <input type="checkbox"/> Parental Engagement <input type="checkbox"/> Assess. of Children's Progress <input type="checkbox"/> Performance Information	<p>1.2</p> <p>2.3</p> <p>2.5</p> <p>3.1</p> <p>3.2</p>	<p>5.1 Audit current skills coverage through assessment capture</p> <p>5.2 Consult local businesses, FE & HE in creating the WCHS skills framework</p> <p>5.3 Audit the labour market in West Lothian and decide on the key areas and sectors of focus for WCHS</p> <p>5.4 Provide further training/CLPL – SDS regarding local labour market and My WoW</p> <p>5.5 Introduction Skills focus weeks raise the profile of skills and recognise the progress of our young people.</p> <p>5.6 recommendations outlined in careers standards are embedded in planning and delivery of courses.</p>	<p>DHT ELT G. Simpson All Staff SDS Partners</p>		<p>5.1- 5.5</p> <ul style="list-style-type: none"> • Framework informed by a range of stakeholders • Explicit reference to relevant skills within skills framework in lessons • Feedback for stakeholders

Additionality: Pupil Equity Funding Plan:

Closing the attainment gap between the most and least advantaged children

PART 1: Contextual Data Analysis & Rationale

a) Background

All staff at West Calder High School are committed to ensuring that all young people have an equal chance to succeed, to be ambitious and to realise their full potential, regardless of their social background. This means raising the bar for everyone, and creating a culture of aspiration for all.

In the coming session we will strengthen our tracking and monitoring work to allow us to make the appropriate, specific and meaningful interventions which will support our pupils in greatest need on their learning journeys. These young people will be given the best possible chance of success because we will have identified them and put in place individualised support to help them overcome whatever their particular barriers are to success.

b) Data

We have used all data available to us to identify which young people will require additional support that will remove barriers to learning and reduce inequity. We are in a strong position from the evidence gathered last year to build on success of initiatives implemented last session.

c) Targeted groups

These will include young people who are from the SIMD deciles 1 – 3, as well as those who are in receipt of free school meals, care experienced, identified as having an additional support need(s) or persistent non-attenders. The individuals within these categories will be closely monitored and individualised support plans will be put in place where necessary to best support their particular needs, if any.

In addition to this, we have identified children who do not fall into these categories but would benefit from a level of targeted support and these measures are being put in place to support their learning needs going forward.

Decisions on interventions and support plans will, of course, be determined on a case by case basis, with the individual needs of the learner being the main consideration, irrespective of their particular social background. The pupils who need help will get it.

d) Summary of proposals and non-negotiable outcomes

Teachers have a duty to ensure that all young people have an equal chance to succeed. Every effort must and will be made to ensure that young people are able to access the curriculum and that the curriculum meets their individual needs. We will do everything possible to get our young people into school where they can take advantage of the needs-based support packages we have in place. This is absolutely vital, and significant resource will be committed to addressing the significant learning barrier of non-attendance. Equally important is the improvement of literacy and numeracy, with the BGE being structured to provide the best springboard to achieving national qualifications.

PART 2: Actions & Outcomes

All work will be lead and managed by the equity team;

Equity Co-ordinator:	Carrie McSporan
Numeracy Co-ordinator:	Stuart McKibben
Literacy Coordinator:	TBC
STEM Coordinator	Alison McGinley
Equity Mentors:	Stewart Brynes
	Kieran Smilie
	Amy Watt
	Ruth Young

PEF Priority	Proposed Actions & Resources	Stage/ Year Grp	What is the expected impact on reducing the gap in your context of your proposed actions?	How will you measure the impact?
Literacy	Targeted literacy support to ensure all young people are achieving at least level 3. This support will be delivered by an English and literacy specialist.		<p>More young people from quintile 1 will achieve level 4 literacy. Target, 10 %</p> <p>Young people working in hubs or small groups in the community will have access to a rich and meaningful course that will allow them to achieve level 3.</p>	<ul style="list-style-type: none"> • <i>BGE data</i> • <i>Courses</i> • <i>Pupil views</i>
Numeracy	<p>Train teachers in Maths recovery</p> <p>Implement a programme of parental engagement sessions to support learning.</p> <p>Implementation of</p>		<p>Barriers to learning are identified at an earlier stage to enable successful interventions.</p> <p>Children in P7 experience a coherent and meaning transition form P1-P7 with appropriate interventions implemented where appropriate.</p> <p>Pupils benefit from the range of strategies to improve their numeracy skills.</p> <p>Pupils benefit from small personalised targeted support in areas requiring support.</p>	<ul style="list-style-type: none"> • <i>Course outlines</i> • <i>Pupil work</i> • <i>Attainment data</i>
Health and Wellbeing	<p>Embed strategies to maximise attendance</p> <p>Introduction of a family learning programme specific to the needs of families.</p> <p>Introduce Youth Achievement</p> <p>Track and monitor engagement and participation with timely intervention as required.</p>		<p>Attendance for young people in Quintile 2 is in line with school, local and national measures.</p> <p>Young people feel valued and included and have opportunities to contribute to life and work of the school and local community.</p> <p>All young people participating in a targeted groups will achieve a Youth achievement award.</p> <p>Improvement in participation and engagement of those in Quintile 1</p> <p>Young people are fully prepared for transition to next stage of their learning journey.</p>	<ul style="list-style-type: none"> • <i>Referrals</i> • <i>Attendance</i> • GMQ and WL resilience questionnaire to be used as a baseline and evaluative tool. • Tracking data

