

# **WEST CALDER HIGH**



# **SCHOOL**

# **PROGRESS REPORT FOR SESSION 2017/18**

**(Standards & Quality Report)**

West Calder High School

Limefield, Polbeth

West Calder

EH55 8QN

## **West Calder High School**

West Calder High School (WCHS) serves a large geographical area within West Lothian, from the border with Edinburgh City Council to the east, to the Lanarkshire boundary in the west. There are 6 Cluster Primary Schools: Addiewell, East Calder, Kirknewton (also recognised as serving Balerno High School, City of Edinburgh Council), Mid Calder, Parkhead and Woodmuir.

WCHS catchment area comprises a wide social mix. 13.95% of the school roll is registered for Free School Meals. WCHS has a pupil roll of 767 and a teaching complement of 65.96 FTE.

The Senior Leadership Team consists of 1 Head Teacher, 1 substantive Depute Head Teacher, 2 Acting Depute Head Teachers and an Area Business Manager. There are 6 Heads of Faculty and a Pupil Support Manager. The teaching staff has been stable with generally low turn-over. A small number of teachers work part-time, and almost all teachers have permanent contracts.

West Calder High School recently moved in to a fabulous new £32million building, and the wonderful new learning environment is already making a big difference.

The school has achieved Rights Respecting School Level 1 status, and has significantly increased the level of pupil involvement in the life of the school, promoting active citizenship through charity work and community engagement. The school has also achieved the Sports Scotland Silver School Sports Award. The school has good links with a variety of community and health and wellbeing partners.

## **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 2017/18, what the impact has been and what our next steps will be to continue to address these priorities in Session 2018/19.**

**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.npfs.org.uk/wp-content/uploads/2016/01/NPFS\\_NIF\\_E-1.pdf](https://www.npfs.org.uk/wp-content/uploads/2016/01/NPFS_NIF_E-1.pdf).**

**We have also indicated the links to quality indicators (QIs) in How Good is our School?4 (HGIOS?4) which is a key aspect of the Scottish approach to self-evaluation and school improvement.**

| PRIORITY   | HOW DID WE DO?   |
|--|--|
| <p><b>Priority 1: To raise attainment, especially in literacy and numeracy</b></p> <p>Our desired outcomes for Session 2017/18 were:</p> <ol style="list-style-type: none"> <li>1. Plan for the development of literacy and numeracy skills in a progressive way across the curriculum which would support pupils in the development of these key skills.</li> <li>2. Build confidence in assessing and moderating CfE literacy and numeracy levels within their own curricular area which will ensure richer experiences and outcomes for learners.</li> <li>3. Ensure that the assessment of literacy and numeracy across the curriculum is robust and reliable which would enable all young people to reach the highest levels of achievement in literacy and numeracy.</li> <li>4. All teachers will apply a shared set of strategies to reinforce and develop key literacy skills.</li> </ol> <p><b>NIF Driver(s):</b></p> <ul style="list-style-type: none"> <li>• Teacher professionalism</li> <li>• Assessment of children's progress</li> <li>• School improvement</li> </ul> <p><b>HGIOS?4 QIs:</b><br/>1.2, 1.3, 2.3, 3.2</p> | <p><b>We have made good progress in this area</b></p> <p><b>What did we do?</b></p> <ul style="list-style-type: none"> <li>• We have ensured that Literacy and Numeracy, and Skills development have remained priorities and responsibilities for all.</li> <li>• Recruited a numeracy co-ordinator and a literacy co-ordinator who worked closely with departments and faculties to support them in devising learning experiences that develop literacy and numeracy within the context of their curriculum areas.</li> <li>• All departments mapped where numeracy 'lived' in their curriculum to ensure that they were providing suitable challenge to develop literacy and numeracy at the appropriate level.</li> <li>• Literacy and numeracy outcomes are now explicitly included in all courses across the curriculum.</li> </ul> <p><b>Evidence indicates the impact is:</b></p> <ul style="list-style-type: none"> <li>• Learners have a stronger understanding of the literacy and numeracy skills they are developing across the curriculum.</li> <li>• Planned learning has also allowed for robust tracking and monitoring has enabled more targeted interventions for learners.</li> </ul> <p><b>Our next steps will be to:</b></p> <ul style="list-style-type: none"> <li>• Strengthen moderation to build confidence in teacher judgement</li> <li>• Devise and implement a system that allows us to track and monitor the development of skills across the curriculum using robust evidence.</li> </ul> |

**Priority 2: Raise attainment for all**

Our desired outcomes for Session 2017/18 were:

1. Learners' experiences are appropriately challenging, enjoyable and well matched to their needs and interests.
2. Maximise pupil performance by reviewing and developing existing Raising Attainment Strategies.
3. Increase the numbers of wider achievement opportunities available to our young people.
4. Ensure all pupils have access to a curriculum that is broader and offers better support and greater challenge, helping them to achieve success.

**NIF Driver(s):**

- Teacher professionalism
- Assessment of children's progress
- School improvement

**HGIOS?4 QIs:** 1.1,1.2,2.2, 2.3

**We have made very good progress.**

**What did we do?**

- Increased focus on high quality learning experiences for all young people. This has been quality assured through the ELT lesson visit schedule.
- Implemented whole-school focus on developing specific aspects of classroom practice to improve consistency in the quality of learners' experiences:
  - Assessment is for learning
  - Digital technology
- Streamlined tracking and monitoring to enable middle and senior leaders to target young people in the senior phase.
- Improved how we communicate progress to parents and carers.
- Increased the number of focussed learner conversations
- Reviewed the Broad General Education to ensure that courses, programmes and assessments are aligned with benchmarks and guidance, ensuring that the curriculum is broader and offers better support and greater challenge for all pupils. Courses will be implemented August 2018.
- Introduced leadership and Religious Beliefs and Values award in the Senior Phase
- Introduced a number of new courses in the broad general education including:
  - National Progression Award (NPA) Photography
  - NPA Jewellery design
  - Youth Achievement Bronze to Platinum level

**Evidence indicates the impact is:**

- The culture of improvement in learning and teaching has increased across the school through a programme of professional reading and professional discussions.
- There is a greater range of courses and a more flexible set of pathways for our young people.
- Young people from disadvantaged backgrounds feel more valued and included.
- Staff have a clearer understanding of how to overcome barriers to learning.

**Our next steps will be to:**

- Share good practice through the introduction of learning rounds.
- Ensure that there is a robust process in place to identify young people who would benefit from targeted support.

**Priority 3: To improve children and young people's health & wellbeing**

Our desired outcome for Session 2017/18 was:

1. All staff know and respond purposefully to the individual needs of young people and promote and support their wellbeing and attainment.
2. Learner's needs were identified and reviewed through robust assessment information including specialist input where required.
3. All staff are more confident in using restorative practice strategies.

**NIF Driver(s):**

- Teacher professionalism
- Assessment of children's progress
- School improvement

**HGIOS?4 QIs:** 3.1,3.2, 3.3

**We have made good progress.**

**What did we do?**

- Streamlined processes for recording pupil information leading to improved consistency
- Offered comprehensive training to the pupil support department
- Improved quality assurance of processes to ensure that all young people are being supported appropriately for their individual needs
- Provided a range of training opportunities for staff to build confidence in their ability to support young people
- Introduced a team of mentors that provided targeted support for our most disadvantaged young people in the BGE.

**Evidence indicates the impact is:**

- Learners have been provided with an increased level of support appropriate to their needs.
- Staff are more aware of the needs of young people and how to support them.
- Learners with additional support needs face fewer barriers to their learning.

**Our next steps will be to:**

- Implement and evaluate the newly developed wellbeing programme
- Continue to strengthen our capacity to differentiate work, ensuring it is accessible to all learners.
- Continue to seek opportunities to better target our provision for vulnerable groups.
- Develop and implement a West Calder High School Mental Health plan launched with a Mental Health Week in Early September.
- Involve House Councils and House Captains in strengthening the House identity next session.
- Implement a robust quality assurance and data management process. This will be implemented in session 18/19

**Evidence indicates that the use of Pupil Equity Funding has had the following impact on learners:**

Young people who were targeted for support have made improvements in:

- Attendance
- Engagement
- Participation; and
- All young people achieved at least level 3 in Numeracy and all aspects of numeracy

**Priority 4: To improve employability skills, and sustained, positive school-leaver destinations for all young people**

Our desired outcomes for Session 2017/18 were:

All learners receive an entitlement to well-planned experiences of the world of work.

Young people able to access more vocational options during the senior phase equipping them with the necessary skills to be successful beyond school.

Young people can demonstrate a range of significant skills for learning, life and work as they progress through their learning.

**NIF Driver(s):**

School Improvement  
Teacher Professionalism  
Performance information

**HGIOS?4 QIs:**

1.2,1.3,2.2,2.7,3.3

**We have made satisfactory progress.**

**What did we do?**

- Work Experience model moved to a flexible model e.g. pupils go on work experience at a time and place which is appropriate to their learning journey
- Clear processes now in place to support young people attending extended work placements in the Senior Phase
- Careers Fair held in school
- Pupils offered the opportunity to participate in a range of employability programmes
- Made links with a range of employability partners
- Employability is an integral part of the new Wellbeing programme from S1 as per the national Developing Young Workforce entitlement.

**Evidence indicates the impact is:**

- More pupils will be able to participate in the Work Experience programme during session 2018/2019.
- Pupils are becoming familiar with the world of work and the skills they will require to succeed.
- The number of young people entering a positive destination was higher than the previous year and higher than our virtual comparator.

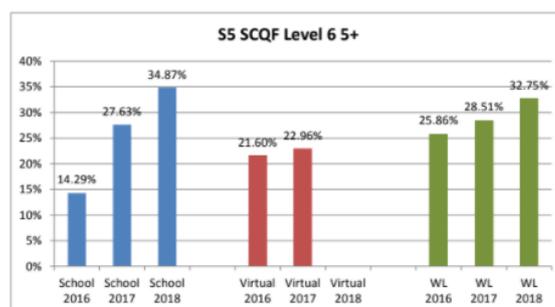
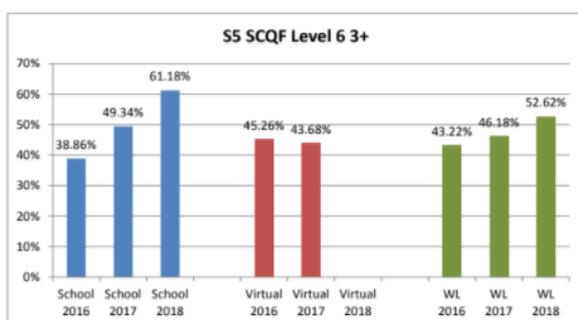
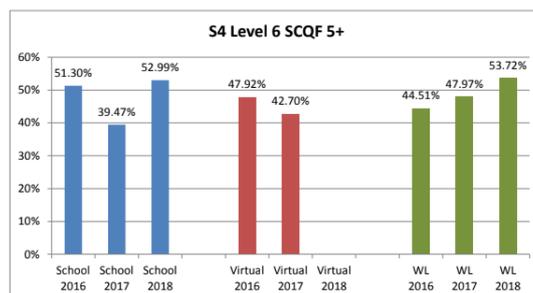
**Our next steps will be to:**

- Develop a Skills Framework and create a whole school DYW culture where young people's career pathways are supported and enhanced in each faculty

## Our Achievements this year have included:

### Attainment and Achievement

Significant improvement attainment at SCQF level 6.



The number of pupils who achieved 3+ at level 6 has increased by over 10%, and the number of pupil achieving 5 qualifications at level 6 has increased by almost 5% to 32.75%

### Curriculum

We have broadened our curriculum by increasing the number of courses available to our young people. New courses include:

- The John Muir Award
- Crest Award
- National Progression Award, Photography
- National Progression Award, Jewellery design

For the first time young people were, with support and guidance, given a free choice as to what subjects they could select when entering the Senior Phase.

### Supporting learners

- Learners have been provided with an increased level of support appropriate to their needs.

## Capacity for Continuous Improvement

Our school has demonstrated that it has the capacity for continuous improvement. We are highly reflective and evaluate continually to make improvements in our practice and learning activities.

How good is our school? The quality indicators\* show that:

|  |  |      |
|--|--|------|
| How good is our leadership and approach to improvement?                      | Leadership of Change 1.3                       | Good |
| How good is the quality of the care and education we offer?                  | Learning, teaching and assessment 2.3          | Good |
| How good are we at ensuring the best possible outcomes for all our learners? | Ensuring wellbeing, equality and inclusion 3.1 | Good |
|  | Raising attainment and achievement 3.2         | Good |