West Calder High School

School Improvement Plan

2024-2025

Head Teacher's Introduction

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, Calderwood, 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 with 17% of the school roll registered for Free School Meals. WCHS has a pupil roll of 1201 and a teaching complement of 75 FTE. The Senior Leadership Team consists of 1 Head Teacher, 3 substantive Depute Head Teachers, 1 Acting Depute Head Teachers (0.5FTE) and an Area Business Manager. There are 4 PTCs, 9 PTs and a Pupil Support Manager.

The focus of West Calder High School is on excellence and continuous improvement to enable young people to achieve the very best outcomes. We provide young people with a rich learning experience both in school and as part of our enhanced curriculum offering which includes an exciting outdoor education provision and a wide range of after school activities. We pride ourselves on being a school of creativity and innovation and with our modern building and excellent facilities, young people are able to thrive and secure the highest levels of attainment and achievement.

At West Calder High School our goal is to ensure that all learners can access the highest quality of learning and teaching. Our aim is to develop ambitious, enthusiastic and engaged learners who confidently self-manage and have ownership of their own learning.

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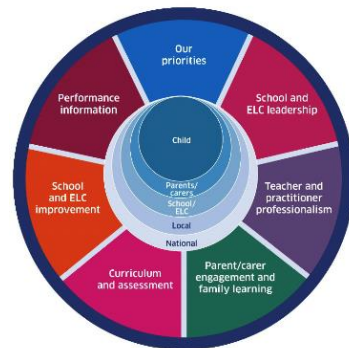
2 Improvement in children and young people's health and wellbeing

3 Closing the attainment gap between the most and least disadvantaged children and young people
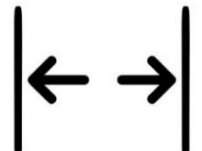
4 Improvement in skills and sustained, positive school-leaver destinations for all young people

5 Improvement in achievement, particularly in literacy and numeracy

THE SCOTTISH ATTAINMENT CHALLENGE

SCOTLAND: THE BEST PLACE IN THE WORLD TO LEARN

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Our priorities
School and ELC leadership
Teacher and practitioner professionalism
Parent/carer engagement and family learning
Curriculum and assessment
School and ELC improvement
Performance information
Child
Parents/carers School/ELC Local National

To enable ALL young people to become
Successful Learners
Confident Individuals
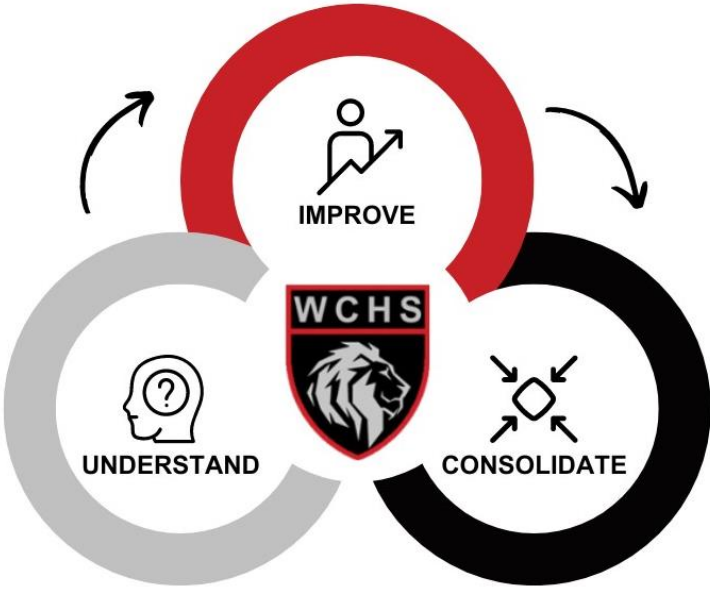Responsible Citizens
Effective Contributors

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RESPECT

WCHS

Summary of West Calder High School Priorities 2024-2025

How will we ensure that we are Meeting Learner's Needs?

How will we improve consistency of Purpose & Challenge within lessons in the BGE?

How will we improve Quintile 2/FSM Attendance & Attainment?

What are the Gender Attainment Gaps within WCHS and how will we seek to reduce these?

What are our approaches to ensuring Equality & Diversity within WCHS?

What are the Barriers to Engagement in Learning for young people within WCHS?

How will we ensure we continue to consolidate approaches to improving Attendance & Engagement? (key measures)

How will we continue to embed the WCHS Learning & Teaching policy? (PACED)

How will we continue to make effective use of Data to inform and evaluate improvements?

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Priorities for Improvement

We will ensure that we are Meeting Learners Needs

Desired Outcome	QIs	Action	Timeline	Who	Measurement / Evidence	Progress Update
Year two of Strategic Learning and Teaching plan Is implemented.	2.3	Please see consideration points within L and T Year two update document and Learning and teaching policy launched in session 22-23	June 2025	All teaching staff	Observations, stakeholder feedback, focus groups and survey data.	
Implementation of an effective whole school tracking and monitoring system which allows for early intervention	2.3	Monitoring and tracking review group created to evaluate current practice at WCHS	Dec 2024	GH, ES, DM M&T working group	Stakeholder feedback, focus groups, survey data, minute of M&T working group meetings	
		Looking outwards to understand practice within other establishments and LA's	Dec 2024	GH, ES, DM M&T working group	Partnership with other establishments in place by November 2024	
		Creation of WCHS Monitoring and Tracking Framework	June 2025	GH, ES, DM M&T working group	Formalised framework in place by end of session 24/25 and utilised by all staff	
Every individual young person receives their entitlement to a high-quality, personalised educational experience which meets their needs (WL RAISE Plan)	2.3 2.4 3.1	Expand the universal & targeted curricular offer to meet the needs of every young person (including opportunities for wider achievement)	April 2025	ELT Wellbeing Team	Attainment data Engagement & Participation data Pupil/Staff/Parent feedback	
		Planned learning experiences are adapted in response to individual learner needs	June 2025	All teaching staff	Attainment data Pupil satisfaction Staff feedback Lesson observations Engagement & Participation data	
		Individual young people with ASN are making good progress against their	June 2025	All teaching staff	Attainment data GIRFEC planning tools Pupil/Staff/Parent feedback	

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		personal targets & national benchmarks/comparators			Engagement & Participation data	
As part of the WCHS Guarantee, the Senior Phase Curriculum provides all young people with opportunities and experiences to increase their employability. (WL RAISE Plan)	2.3 3.2 3.3	Maintain and enhance curriculum pathways for all in the senior phase, including wider achievement.	August/ September 2024	SM/SLT	Pupil and parent satisfaction rates. Stay-on rate data. SLDR.	
		Re-introduce the PYAA and other courses to increase the number of young people achieving at least 1 Level 7 Qualification.	April 2025	SM/AW/RG	S6 1+ level 7 to increase above 20% in session 2025/26	
		Ensure Work Placements and Work-Related experiences for targeted young people.	April 2025	SM/GE	Number of targeted young people accessing these opportunities. Pupil feedback on quality and relevance of experience.	

We will improve consistency of Purpose & Challenge within lessons in the BGE

Desired Outcome	QIs	Action	Timeline	Who	Measurement / Evidence	Progress Update
Pupils needs are consistently met when learning.	2.3	Actions Outlined by L and T year two update considerations (doc attached)	Ongoing	All teaching staff	All data sources – Observations, focus groups, surveys, stakeholder feedback Engagement with BTC – Maths FIP	
Learning and teaching Is evaluated as very good.	2.3	Actions Outlined by L and T year two update considerations (doc attached)	Ongoing	All teaching staff	All data sources – Observations, focus groups, surveys, stakeholder feedback Engagement with BTC – Maths FIP	
Provide extensive professional learning opportunities for staff linked to meeting learners needs and PACED	2.3	Continue to offer extensive bespoke CLPL programme which links support, meeting learning needs, pedagogy and curriculum.	Ongoing	SLT, Pedagogy and well-being teams	Staff feedback, observation data, staff attendance at CLPL programme	
		Time dedicated to collaborative and department development of Learning and teaching. Focused time at every SIP session and inset day passed over to L and T development.	Ongoing	All teaching staff	Stakeholder feedback, observations and survey data.	
		Increased opportunity to look outwards within our council and other LA's	Ongoing	All teaching staff	Staff feedback, looking outward colleague feedback	
The BGE Curriculum provides a range of opportunities and experiences for young people to develop skills and track their progress and achievements. (WL RAISE Plan)	2.3 3.3	Participate in a collaborative 'Embedding Skills' project with cluster colleagues, in partnership with Education Scotland.	Oct 2024- May 2025	Your Future Leads. (Primary & Secondary) Your Future Core Team. Ed Scot.	Implementation of 'Embedding Skills' approach in the BGE and in P5-7. Staff participation and feedback.	
			Oct 2024- June 2025	Your Future Leads/All staff.	Development of 'Embedding Skills' approach in the BGE.	

| | | Develop a whole-school approach to embedding 'skills' across the curriculum. | | Your Future Core Team. | Implementation of approach June 2025. | |
| | | Implement the 'Skills Compass' profiling tool across all areas of the curriculum. | January 2025 | Your Future Leads/All staff. Your Future Core Team. | Development and Implementation of the profiling tool for BGE and P7 young people. | |

We will improve Quintile 2/FSM Attendance & Attainment

Desired Outcome	QIs	Action	Timeline	Who	Measurement / Evidence	Progress Update
Cumulative Quintile 2 & FSM Attendance is in line with WL Stretch Aim (at least 83%)	3.1 2.3 3.2	Develop & implement a tracking system to monitor attendance of targeted groups (incl. Q2 & FSM) & identify required interventions Staff are aware of targeted young people and supports in place to encourage necessary improvements	August 2024	LQ All staff	Attendance Data Year Group Spreadsheets Attendance tracking	
		CLPL – Effective attendance data analysis & interventions	December 2024	Year Heads All staff	Attendance Data Staff engagement Staff feedback	
		Optimum levels of attendance are promoted with young people and parents/carers Young people & Parents/Carers are supported to make necessary improvements	Regularly throughout session 2024/2025	Year Heads All staff	Attendance Data Year Head newsletters Assemblies Wellbeing lessons Parent Consultation meetings Progress reports Pupil/Parent/Staff feedback	
Robust systems and timely, proportionate, targeted interventions support improvements in attendance and engagement for individuals (WL RAISE Plan)	3.1 2.3 3.2	3.1 Monitoring/Quality Assurance Calendar developed & implemented to monitor impact	August 2024	Year Heads Wellbeing Leadership Team ELT	Attendance Data ASN data Seemis data Attainment data Wellbeing data Pupil/Parents/Staff feedback	
		A range of targeted, responsive, timely, proportionate interventions are available to support improvements in attendance	As required throughout the session	Year Heads All staff	Attendance Data ASN data Seemis data Attainment data Wellbeing data Pupil/Parents/Staff feedback	

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Priorities for Consolidation

We will ensure we continue to consolidate approaches to improving Attendance & Engagement (key measures)						
Desired Outcome	**QIs**	**Action**	**Timeline**	**Who**	**Measurement / Evidence**	**Progress Update**
Cumulative whole school attendance improves in line with school targets & WL stretch aims	3.1 2.3 3.2	Develop & implement a tracking system to monitor attendance & identify & implement required interventions	August 2024	DHT Attendance Year Heads Wellbeing Team ELT Class Teachers	Attendance Data Year Group Spreadsheets Attendance tracking	
		Staff are aware of attendance patterns and intervene to support in a timely and proportionate manner	Ongoing through June 2025	Year Heads Wellbeing Team ELT Class Teachers	Attendance Data Year Group Spreadsheets Attendance tracking Staff records	
Attendance of targeted groups improves in line with school targets & WL stretch aims	3.1 2.3 3.2	Develop & implement a tracking system to monitor attendance of targeted groups (including ASN & gender) & identify & implement required interventions	August 2024	DHT Attendance Year Heads Wellbeing Team ELT Class Teachers	Attendance Data Year Group Spreadsheets Attendance tracking	
		Staff are aware of attendance patterns of targeted groups and intervene to support in a timely and proportionate manner	Ongoing through June 2025	Year Heads Wellbeing Team ELT Class Teachers	Attendance Data Year Group Spreadsheets Attendance tracking Staff records	
Every individual young person is meaningfully attending and engaging whilst in school	3.1 2.3 3.2	Develop & implement processes for monitoring & responding to in school truancy	September 2024	DHT Attendance Year Heads Wellbeing Team	Attendance Data Engagement Data ASN data Seemis data Attainment data Wellbeing data Pupil/Parents/Staff feedback	
		Every young person is engaged in a meaningful curriculum which meets their needs	Ongoing through June 2025	Year Heads	Attendance Data	

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| | | | | Wellbeing Team
ELT
Class Teachers | Engagement Data
ASN data
Seemis data
Attainment data
Wellbeing data
Pupil/Parents/Staff feedback | |
| | | Expanding the range of targeted support provisions available to those facing barriers to attendance and engagement in school | Ongoing through June 2025 | Wellbeing Team | Wellbeing Team
Partners | |

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We will continue to embed the WCHS Learning & Teaching policy (PACED)

Desired Outcome	QIs	Action	Timeline	Who	Measurement / Evidence	Progress Update
Increased Pupil understanding of learning and teaching and PACED	2.3	Pupil pedagogy team size increased, further training and increased role within observations	End of May 25	KS/Pedagogy team	Pupil Feedback, Staff feedback, observation data, feedback on pupil learning walk process.	
		Increased focus of developing L and T understanding at assemblies, pupil councils, in class.	End of May 25	All Staff	Pupil focus group data, staff focus group data, well-being survey data, ethos survey data and observations.	
		Increased focus of Learning and teaching within Pupil Councils	End of May 25	ND/KS	Pupil council feedback, Pupil focus groups, staff focus groups	
Provide extensive professional learning opportunities for staff linked to meeting learners needs and PACED	2.3	Continue to offer extensive bespoke CLPL programme which links support, meeting learning needs, pedagogy and curriculum.	Ongoing	SLT, Pedagogy and well-being teams	Staff feedback, observation data, staff attendance at CLPL programme	
		Time dedicated to collaborative and department development of Learning and teaching. Focused time at every SIP session and inset day passed over to L and T development	Ongoing	All staff/PT/PTCs	Stakeholder feedback, observations and survey data.	
		Increased opportunity to look outwards within our council and other LA's	Ongoing	All	Staff feedback, looking outward colleague feedback	
Data continues to play a key role to evaluate, adapt and inform practices and PACED.	2.3	Continue data releases linked to Learning and teaching each term.	Ongoing	KS	Staff Feedback	
		New approaches to observation and learning walks launched and embedded.	End of May	SLT and Pedagogy team	Evaluation of observation approaches through Staff feedback	
			Ongoing			

| | | Use of data to effectively and accurately evaluate L and T performance across the school and to plan for bespoke CLPL | | SLT and Pedagogy team | Observation data, stakeholder feedback and survey data. | |

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We will continue to make effective use of Data to inform and evaluate improvements

Desired Outcome	QIs	Action	Timeline	Who	Measurement / Evidence	Progress Update
A whole school monitoring and tracking framework	2.3	Monitoring and tracking review group created to evaluate current practice at WCHS	Dec 2024	GH, ES, DM, SMcK M&T working group	Stakeholder feedback, focus groups, survey data, minuted meetings	
		Looking outwards to understand practice within other establishments and LA's	Dec 2024	GH, ES, DM, SMcK M&T working group	Partnership with other establishments	
		Creation of WCHS Monitoring and Tracking Framework	June 2025	GH, ES, DM, SMcK M&T working group	Formalised framework in place by end of session 24/25 and utilised by all staff	
Staff understand how to use data to make effective interventions	2.3	Attainment review meetings to analyse raw senior phase exam data	October 2024	GH SLT Subject PT's	Subject performance review meetings completed and department proformas submitted to HT	
		Staff training on Insight tool	December 2024	GH	Training completed Staff feedback	
		Staff training on getting the best out of data and planning next steps for young people	December 2024	GH	Training completed Staff feedback	
Partners, including pupils and parents understand how to use data and their roles and	2.3	Training for parents/ carers on how to understand reports and effectively intervene	June 2025	GH, ES, DM & SMcK	Stakeholder feedback, focus groups, survey data	

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| responsibilities to improving outcomes | | Lessons delivered to pupils through HWB on understanding reports and forming next steps | June 2025 | GH & AW | Stakeholder feedback, focus groups, survey data | |

Priorities for Understanding

What are the Gender Attainment Gaps within WCHS and how will we seek to reduce these?						
Desired Outcome	**Qls**	**Action**	**Timeline**	**Who**	**Measurement / Evidence**	**Progress Update**
To understand the trend of attainment between male and females at WCHS	3.1 3.2	Analysis of 2019 – 2024 WCHS data to identify gender gap from S4 – S6.	June 2024	GH/ CM	Data identification and analysis	
		To consider CAT, SNSA and BGE data to identify gender gap in S1 – S3.	June 2024	GH/ CM T&M working group	Data identification and analysis	
		To work with Cluster primaries to identify gender gap from data available.	June 2024	GH/ CM Cluster Primary HT's	Data provided by Primary Cluster Data tracked to measure progression over time in BGE & Senior Phase	
		To create pupil focus groups to explore attainment findings	June 2024	GH/ CM	Focus group feedback	
To understand the differences in attendance between males and females and the impact on attainment	3.1 3.2	Analysis of attendance to identify gender gap	October 2024	LQ/ GH/ CM Wellbeing Team	Data identification and analysis	
To consider other establishments and LA's on how they are approaching the gender gap	3.1 3.2	Analysis of 2019 – 2024 LA and out with Insight data to identify gender gap from S4 – S6.	December 2024	GH/ LQ/ CM	Data identification and analysis Partner school's feedback	

What are our approaches to ensuring Equality & Diversity within WCHS?

Desired Outcome	QIs	Action	Timeline	Who	Measurement / Evidence	Progress Update
Evaluate WCHS existing approaches to Equality & Diversity (WL RAISE Plan)	3.1 2.3 3.2	Establish a pupil led Equality & Diversity group	October 2024	LQ/SM Wellbeing Team	Self evaluation evidence Pupil/parent/staff feedback	
		Evaluate existing approaches to Equality & Diversity in consultation with all stakeholders (with support of Ed Scot. Resources)	December 2024	LQ/SM Wellbeing Team Pupil group	Self evaluation evidence Pupil/parent/staff feedback	
		Refresh WCHS Positive Relationships & Anti-Bullying Strategies	April 2025	LQ/SM Wellbeing Team Pupil group	Self evaluation evidence Pupil/parent/staff feedback Refreshed approaches	
Develop a WCHS Equality & Diversity strategy	3.1 2.3 3.2	Using self evaluation evidence, develop a WCHS Equality & Diversity strategy	June 2025	LQ/SM Wellbeing Team Pupil group	Self evaluation evidence Pupil/parent/staff feedback Refreshed approaches	
		Develop an E & D action plan for implementation during session 2025/2026	June 2025	LQ/SM Wellbeing Team Pupil group	Self evaluation evidence Pupil/parent/staff feedback Refreshed approaches	

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What are the Barriers to Engagement in Learning for young people within WCHS?

Desired Outcome	QIs	Action	Timeline	Who	Measurement / Evidence	Progress Update
To analyse and understand the data to identify barriers to engagement in learning for young people at WCHS (WL RAISE Plan)	2.3 2.4 3.1 3.2	Analysis of school and authority raw data both in the BGE and Senior Phase to understand attainment gaps	December 2024	GH ES T&M working group SLT	Self-evaluation of WCHS raw data Pupil/parent/staff feedback	
		Analysis of Insight data with consideration of virtual comparator to understand school performance in tackling potential barriers to learning	December 2024	GH ES T&M working group SLT	Self-evaluation of WCHS Insight data Pupil/parent/staff feedback	
		Analysis of attendance data to measure impact on learning	December 2024	GH/LQ ES T&M working group SLT	Self-evaluation of WCHS attendance data Pupil/parent/staff feedback	
Identification of protected characteristics and how these create barriers to learning at WCHS	2.3 2.4 3.1 3.2	Staff training on protected characteristics and how support can be provided in school	Ongoing	LQ SLT Wellbeing Team	Training completed Staff feedback	
		Evaluation of groupings within WCHS to gain understanding of potential barriers to learning	Ongoing	LQ SLT Wellbeing Team	Self-evaluation of WCHS data Pupil/parent/staff feedback	
To understand the poverty related barriers to learning at WCHS	2.3 2.4 3.1 3.2	Staff training on poverty as a barrier to learning and how support can be provided in school	Ongoing	SLT Wellbeing Team	Training completed Staff feedback	

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		Evaluation of groupings within WCHS to gain understanding of potential barriers to learning	Ongoing	SLT Wellbeing Team	Self-evaluation of WCHS data Pupil/parent/staff feedback	
		Continued establishment of West Calder Cares Charity	Ongoing	AS GE	Charity status recognised Pupil/Parent/Staff/Partners feedback	