

THE JAMES YOUNG HIGH SCHOOL/CLUSTER/FACULTY IMPROVEMENT PLAN

2017/2018

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

Our Vision & Values

Our whole school vision for learning is based around the following:



**OUR LEARNING
OUR COMMUNITY
OUR FUTURE**

With a focus on:

- Achievement: where we are all learners engaging in excellent, challenging and innovative learning experiences where we all have opportunities to achieve our full potential
- Relationships: where we value and respect all members of our community and communicate openly and honestly, working collaboratively
- Aspiration: where we pursue excellence through resilience, hard work and determination, and have high expectations of ourselves and others

Our Aims

Leadership and Management

- To foster an ethos of effective partnership working with school, home, partner agencies and the wider community to empower our children.

Learning Provision

- To create a safe and enjoyable learning environment where children and staff can thrive and succeed, and each individual's uniqueness is celebrated.
- To develop a progressive and challenging curriculum, which develops skills for life-long learning, which is meaningful, relevant and enjoyable.

Successes and Achievements

- To ensure the best possible outcomes for all our learners

Ensuring Excellence and Equity						
Desired outcomes linked to NIF priorities <i>(observable, measurable outcomes which focus on learning, achievement and wellbeing)</i>	NIF driver mapping <i>(check as appropriate)</i>	HGIOS4 HGIQ ELC QIs	Proposed Actions	By Whom	By When	Evidence <i>(include performance data, quality indicators and stakeholders' views)</i>

<p>Raising attainment for all:</p> <ul style="list-style-type: none"> Exit point tariff scores to increase across all quintiles Improved attainment across all quintiles in Literacy and Numeracy by end of S3 and all young people will reach their expected level or beyond An increase in targeted interventions in BGE An increase in the quality of learner conversations An increase in the variety of courses on offer to suit the needs of all learners A clear curriculum rationale shared by all staff and wider community A shared understanding of progress in all curricular areas from p7 to S1 and beyond Positive feedback from parents from pilot family learning opportunities An increase in attendance in senior school across all subjects Improvements through self-evaluation clearly visible at departmental, teacher and pupil level 	<ul style="list-style-type: none"> <input type="checkbox"/> School/ELC Improvement <input checked="" type="checkbox"/> School/ELC Leadership <input type="checkbox"/> Teacher/Pract Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Assess. of Children's Progress <input checked="" type="checkbox"/> Performance Information 	<p>1.1 1.3 2.3 2.5 3.2</p>	<ul style="list-style-type: none"> Inclusion of PF meetings for S6 to increase exit tariff points Expansion of flexible curriculum in S4 (i-thrive) and S5 (i-develop leadership) Robust tracking of S6 enhanced curriculum including an increase in accredited courses Further streamlining to ensure strong departmental tracking in SP Inclusion of BGE PF meetings to target earlier whole school interventions and QA learner conversations particularly in BGE Review of pilot BGE tracking in S1 including confidence in moderation using new Benchmarks; roll out of strategy to S2; including use of standardised assessment data in its predictive nature with all staff Development of PF meeting strategy including tracking the progress of key SIMD and LAC groups Increased focus on improving the pedagogical core through Tapestry on questioning, feedback, differentiation – all staff involved in TLC group Review of Learner Pathways (including S5 i-work) in conjunction with overall Curriculum Evaluation and Review; to create a rationale understood by all staff, wider community and partners Increased focus on curricular transition from p7 to S1 Re-evaluation of Progression Pathways in line with Benchmarks Evidence of impact of moderation activities and consistency of shared understanding Improving parental understanding of what progression in learning looks like within and between levels through reporting Introduction of Family Learning Strategy Period by period attendance analysis in senior phase and actions as well as Children First Family Learning Officer Development of Self-Evaluation for Improvement Strategy including: Post CSI Impact Reports, clear linkage between CLPL and improvement for pupils, PTC calendar to include opportunities for self-evaluation and 	<p>DHTC DHTPEF PTC DHTC PTCS DHTC DHTC PTCS DHTC DHTPEF DHTC DHTC PTCS DHTC PTCS DHTC DHTC HT DHTS DHTC</p>	<p>Oct 2017 May 2018 May 2018 Dec 2017 Oct 2017 Oct 2017 Sep 2017 May 2018 May 2018 May 2018 May 2018 May 2018 May 2018 May 2018 May 2018 Dec 2017 Dec 2017 Nov 2017</p>	<p>Insight analysis Interventions in place post PF meetings Increased RAG accuracy post result Pupil focus groups, 5-aday and CSI to sample the quality of learner conversations Performance information reliable S1, 2, 3 SI programme, 5-aday Course Choice form showing increased variety of pathways, pupil questionnaires and focus groups Curriculum rationale Primary attainment data shared widely with all staff Participation data, parental questionnaires and focus groups Seemis attendance data Professional evidence file populated with self-evaluation evidence clearly linked to SIP following year Baseline and impact data of PEF Champion interventions Parental feedback re reporting</p>
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<ul style="list-style-type: none"> All stakeholders involved in self-evaluation activities and leading aspects of school improvement 			<p>evidence gathering in particular around areas in QI 2.3</p> <ul style="list-style-type: none"> Termly report for all staff on aspects of school improvement Clear baseline and impact evaluated for each remit 	SLT	Aug 2017	Attendance of staff at PDF meetings and minuted discussions
<ul style="list-style-type: none"> All pupils experience positive and nurturing relationships All pupils and staff confident in their independent use and choice of digital technologies to enhance learning 			<ul style="list-style-type: none"> Expansion of learning lunches – numeracy, digital literacy and teacher led CLPL conference Development of SLT self-evaluation calendar to include regular opportunities for parents and partners to become involved in self-evaluation including parents 5 a-day, drop in sessions, questionnaires, focus groups formally and informally as well as further opportunities for pupils and staff including 'controversial statement' PDFs Introduction of 7 PEF Champions Use of improvement Methodologies pilot projects with ELT and SLT Activities for further strengthen our School Vision with pupils, parents and teachers – visible in all school policies and on website Implementation of Positive Relationships and Discipline Policy with an expansion on restorative practices Creation of Digital Literacy Strategy including CLPL for staff and training for pupils 	DHTC PTC DHTC	Dec 2017 Aug 2017	Reduction in referrals and staff feedback re policy Baseline and end of year data, participation rates on Glow, Didbook and Show My Homework SIMD Data file Policies and website reflect vision Professional Evidence file updated with impact of each remit Pilot Improvement Methodologies documentation
Improvement in Literacy for all: <ul style="list-style-type: none"> At least 85% of all pupils across all quintiles achieve a minimum of level 3 in Literacy A full embedded Literacy strategy that has effective universal, targeted and RoA interventions 	<input type="checkbox"/> School/ELC Improvement <input type="checkbox"/> School/ELC Leadership <input type="checkbox"/> Teacher/Pract Professionalism <input type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Assess. of Children's Progress <input checked="" type="checkbox"/> Performance Information	1.1 2.3 3.2	<ul style="list-style-type: none"> Literacy Policy launched Pilot moderation of literacy assessments with Social Subjects Faculty Expansion of Literacy Pathway to include targeted pupils identified for S2-S3 as well as S1 Literacy Ambassadors to support literacy work in BGE classes Literacy PEF Champion to support Quintile 1&2 pupils underperforming in Writing and Reading Supported interventions for S1 small group setting Literacy Tracking booklet for pupils to record skills development across subjects Inclusion of SIMD and LAC data in English department T&M records to aid interventions 	PTC PTC and Social Subjects Faculty	Aug 2017 Dec 2017	Literacy Policy Staff feedback re literacy assessment and feedback to pupils Improved reading levels S1-S3 Pupil questionnaires/focus groups Staff focus groups Increased number of pupils achieving or exceeding expected levels S1-3 in reading and writing

experience, attainment and achievement		<p>committed to its promotion</p> <ul style="list-style-type: none"> • Professional Discussion Forums on Wellbeing • Data on wellbeing accessible to staff and opportunities for analysis and professional dialogue • Conduct survey to evaluate extent to which staff are engaged with local, national and, where appropriate, international legislation affecting the rights, wellbeing and inclusion of all young people • Structured Assembly Programme for pupils on key aspects of wellbeing and useful strategies/supports available • Implementation of Wellbeing programme for parents/carers based on needs analysis to provide strategies and signpost to services to enable them to continue to promote and safeguard wellbeing of child/young person • Launch JYHS Wellbeing Information Evening • Review of HWB curriculum to ensure that opportunities are embedded for exposure to wellbeing indicators and discussion • CPD for staff on materials/resources/toolkits developed by the authority to support assessment, planning and review in the area of Wellbeing • Issue detailed guidelines to staff on GIRFEC &WBPT • Termly self-evaluation exercise with all pupils in S1-S3 using the Wellbeing Wheel. Information used by staff to lead learner conversations around wellbeing, discuss strategies and plan interventions leading to improvement • Implementation of revised GIRFEC & Wellbeing Planning Toolkit to include a RAG approach to wellbeing indicators according to level of concern/need for all year groups • Creation of electronic wellbeing information folders for all pupils containing wellbeing plans hyperlinked to GIRFEC & Wellbeing Planning Toolkit 	<p>DHTS/ PTC HWB</p> <p>DHTS</p> <p>DHTS</p> <p>DHTS /HH</p> <p>DHTS</p> <p>DHTS/H WB HH</p> <p>DHTS</p> <p>DHTS</p> <p>HH</p> <p>DHTS</p> <p>DHTS</p>	<p>Dec 2017</p> <p>Dec 2017</p> <p>Sept 2017</p> <p>Dec 2017</p> <p>May 2018</p> <p>Dec 17</p> <p>Dec 17</p> <p>Dec 17</p> <p>Aug 2017</p> <p>May 2018</p> <p>Dec 17</p> <p>Dec 17</p>	<p>Ethos Increased profile of HWB</p> <p>Surveys and feedback from staff</p> <p>Assembly programme and evaluation with pupils</p> <p>HWB Programme for parents & evaluation</p> <p>Info Evening & evaluation</p> <p>Evaluation of HWB curriculum</p> <p>Feedback from staff re confidence in assessing wellbeing and using toolkits</p> <p>Staff survey on revised GIRFEC &WBPT</p> <p>Data</p> <p>QA learner conversations</p> <p>Progress in HWB (indicators being met)</p> <p>Staff feedback</p> <p>Number of staff consulting wellbeing plans as part of L&T preparation process</p> <p>Improved knowledge and understanding of pupils' needs</p>
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<p>Develop a robust system for tracking wellbeing concerns across the school community including those reported to us by other agencies with a view to identifying common themes which will inform future strategy/ priorities and curriculum planning in the area of HWB</p>		<ul style="list-style-type: none"> • Implementation of wellbeing concerns tracking system • Quality assurance of House/ASN meetings 	<ul style="list-style-type: none"> • Regular analysis of wellbeing data including wellbeing concern forms, assessments of wellbeing, child protection, domestic abuse, police concern reports, attendance data 	DHTS SLT DHTS/ HH	2018 May 2018 May 2018	Tracking system to enable Identification of need Data used to inform modifications to curriculum/intervention planning Improved early intervention
<p>Develop a consistent approach across the authority to addressing areas of wellbeing and improving outcomes for young people</p>		<ul style="list-style-type: none"> • Participation in MFIL groups • collaboration and professional discussion with colleagues 	SLT	May 2018	Professional dialogue Minutes of meetings Collaborative practice Development of common approaches/policies	
<p>Improve average attendance across all quintiles with a focus on achieving 95% attendance for pupils in quintiles 1, 2 and 3</p>		<ul style="list-style-type: none"> • Family Learning Officer • Robust attendance monitoring and Quality Assurance • Effective early intervention strategies • Adherence to authority policy on attendance 	FLO DHTS/ HH DHTS/ HH DHTS/ HH	May 2018 Sept 2017 Sept 2017		
<p>Develop staff capacity and confidence in approaches to assessing the wellbeing of children and young people</p>		<ul style="list-style-type: none"> • Engagement with wellbeing assessment tools developed by authority • Professional discussion at PTS meetings • CPD for staff 	DHTS /HH DHTS	Dec 2017 Dec 2017		
<p>All pupils, staff and partners have a clear understanding of expectations and the importance of positive relationships in promoting wellbeing and positive attitudes towards learning</p>		<ul style="list-style-type: none"> • Launch of Positive Relationships Policy 	SLT	Aug 17		
<p>Develop a shared vision for i-aspire moving forward ensuring that the needs</p>		<ul style="list-style-type: none"> • Revisit vision, values and aims • Establish roles and responsibilities of support staff 	DHTS & TEAM	Oct 17		

<p>of all learners are met through this provision including those at risk of exclusion</p> <ul style="list-style-type: none"> An increase in opportunities to celebrate pupil achievement Increased participation in personal achievement including leadership activities across all quintiles A reduction in exclusions <ul style="list-style-type: none"> An increase in opportunities for learners to lead and participate in school improvement Social Justice, Equality and Equity for all learners 		<ul style="list-style-type: none"> including SfL, PSM, PSWs and Nurture Embed self-evaluation with pupils, staff and partners to inform planning for improvement Evaluation and review Termly House Assemblies using achievement database now incorporated in GIRFEC spreadsheet i-participate strategy aligned to PSE programme to ensure link between achievement and skills development is clear Introduction of our PEF Participation Champion and development of i-achieve strategy to include interventions for those not undertaking personal achievement activities Expansion of i-lead programme in particular for pupils S1-4 and S5 i-develop linked to school improvement Use of SIMD data to provide an equity plan as well as an educational rationale for any trip Evaluation and development of the concept of i-aspire Expansion of pupil voice opportunities and creation of pupil voice strategy Evidence gathering during CSI activities to inform further future actions 	DHTS DHTS & TEAM DHTS/ HH DHTS HH DHTPEF PEF CH DHTPEF ALL DHTS HH DHTS HH ELT	Oct 17 Oct 17 May 2018 May 2018 May 2018 May 2018 Dec 2017 May 2018 May 2018 May 2018 May 2018 May 2018	Termly House Assemblies Participation analysis – music, sport, clubs, DoE and other leadership opportunities Pupil surveys SIMD data file CSI pupil views and observations
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			<ul style="list-style-type: none"> • An increase in information to parents and pupils are varied pathways; including MA, FA • Joint October INSET plans with cluster primaries • Expansion of leavers questionnaires, BGE focus groups and parental feedback to audit Career Education Standard • DYW termly newsletter to demonstrate progress, innovations and LMI • Expansion of Focused DYW Vision events including Recruitment and Selection events for SP pupils 	DHTPEF HH	Oct 2017	
				DHTC	Oct 2017	
				DHTC HH	Oct 2017	
				DHTC	Oct 2017	
				DHTC DP	Oct 2017	

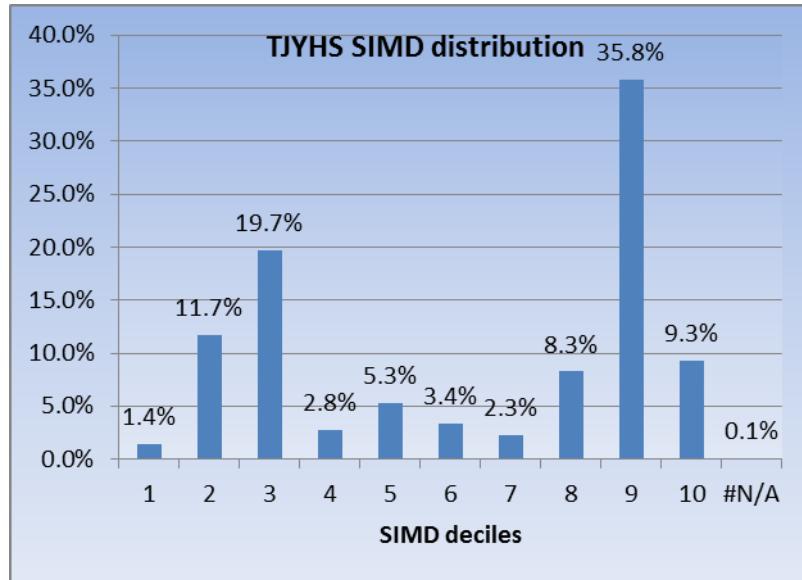
Additionality: Pupil Equity Funding Plan:
Closing the attainment gap between the most and least advantaged children

PART 1: Contextual Data Analysis & Rationale

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a) Background

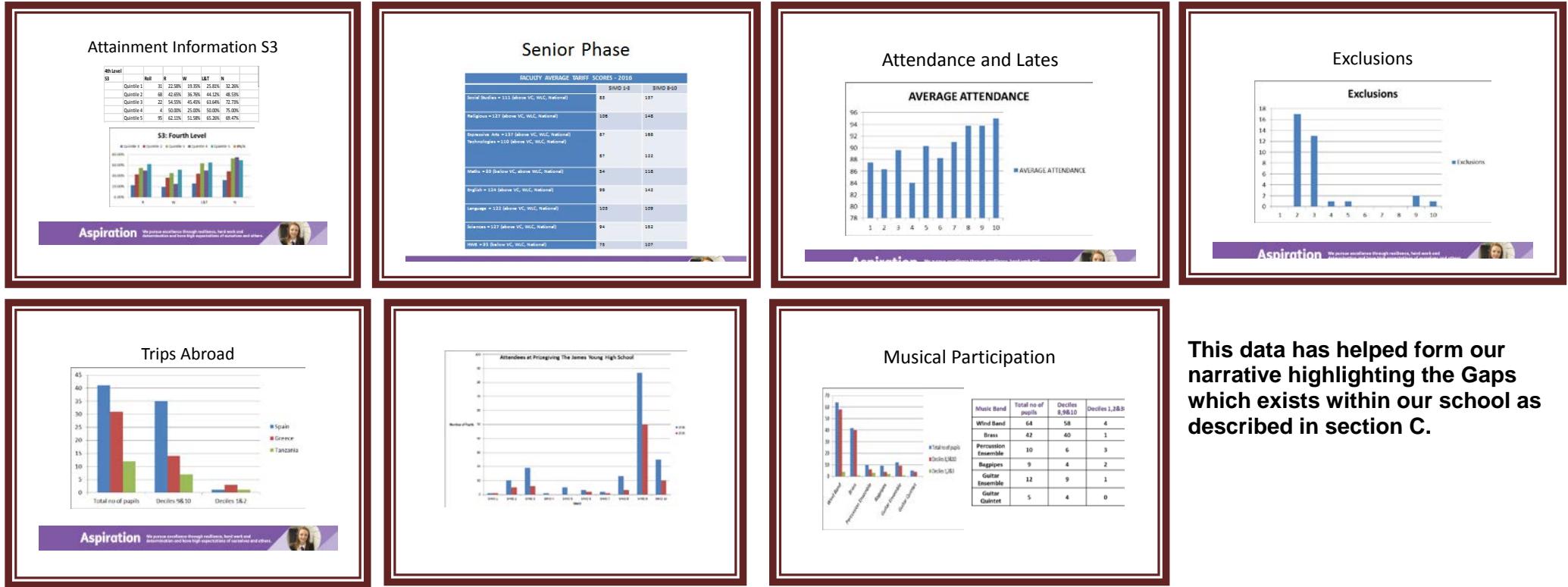
JYHS is a non denominational secondary school in West Lothian, serving the communities of Dedridge, Bankton, Murieston and Bellsquarry. Our social demographic profile is polar with 33% of Young People living in SIMD 1-3 and 53% living in SIMD8-10. On average 12% of young people are registered for FME. Each year we usually have 20% of our pupils coming from outwith Catchment schools. 2017/2018 this has risen to 33%.



b) Data

Our Data includes Attendance/Exclusions/Attainment in BGE and Senior Phase. Faculty Exit point Data/SIMD data and SFL/ASN Data and participation data including post school positive destinations. All of this is whole school but analysed individually per yeargroup/cohort.

Some examples of which are illustrated below.



C) What is our 'gap' and who are our target groups and their barriers to learning?

After thorough analysis of data (illustrated below). We have identified gaps and patterns of attainment and participation which reflect the pattern of SIMD within our school. Pupils living in lower SIMD are performing less well than pupils living in higher SIMD areas. Pupils in lower SIMD are excluded more, attend less and are late more often than pupils from High SIMD. Pupils from lower SIMD also participate less in the life of the school and appear to be less involved with the areas of success celebrated the most by the school such as Trips,

Musical participation, prize giving etc. It is also very clear from faculty analysis that there is a significant gap between the lower SIMD and Higher SIMD in terms of tariff points accumulated per faculty, without exception. We also identified that in S3, there is a pattern of lower SIMD = Lower attainment in areas of excellence.

Targeted groups will include some young people who are in receipt of free school meals, who live in an SIMD decile 1-3 area, are care experienced or are identified as having an additional support need. Although these will be the main target groups, they will be extended to include pupils who are facing other potential barriers to learning including young carers, those with English as an additional language and any other factors which may impact on their learning potential.

d)Summary/overview of proposal & non-negotiable outcomes

Increase in Literacy and Numeracy in Q1 and 2 in line with Gvt Stretch aims

There will be a larger representation of Lower SIMD pupils in areas of excellence.

The patterns of excellence and participation highlighted from our data will not be dictated by SIMD going forward

PART 2: Actions & Outcomes

PEF Priority	Proposed Actions & Resources <i>(These should be based around the organisers of Learning & Teaching, Leadership, and Families & Communities. Also consider activities within and beyond the classroom)</i>	What is the expected impact on reducing the gap in your context of your proposed actions? <i>(What story will your data tell by end of next session? By June 2020? You should include any targets linked to data)</i>	How will you measure the impact? <i>(You must be specific here in terms of:</i> <ul style="list-style-type: none"> • new and existing performance data and other quantitative and qualitative information that will be required • plans for how data will be collected and reported)
Literacy	<ul style="list-style-type: none"> Expansion of Literacy Pathway to include targeted pupils identified for S2-S3 as well as S1 Literacy Ambassadors to support literacy work in BGE classes Literacy PEF Champion to support Quintile 1&2 pupils underperforming in Writing and Reading Supported interventions for S1 small group setting 	<ul style="list-style-type: none"> Increase from 71% to 85% in writing in Quintile 1 and 2 Increase from 78% to 85% in reading in Quintile 1 and 2 	<ul style="list-style-type: none"> West Lothian Council returns end of S3 Performance tracking comparison comparing English assessment data to CAT and CEM predictions to highlight those who are potentially underperforming Reading programme data ascertaining improvement in reading age Literacy Ambassador feedback PEF Champion data collection (see PEF action plans)
Numeracy	<ul style="list-style-type: none"> Targeted interventions to include timely identification of pupil underperformance in S1-3 in comparison to CAT Inclusion of SIMD and LAC data in departmental T&M records to aid interventions Introduction of Numeracy Ambassadors to support interventions in P7 and S1 including 	<ul style="list-style-type: none"> Increase in pupils reaching expected CFE levels in numeracy Q1 & 2 are 10% lower than Q3+4 Level 4 = 50% difference Level 3 = 10% 	<ul style="list-style-type: none"> West Lothian Council returns end of S3 Performance tracking comparison comparing Maths assessment data to CAT predictions to highlight those who are potentially underperforming BGE PF groups PEF Champions An increase in pupils reaching expected milestones

	<p>use of PS time</p> <ul style="list-style-type: none"> • Training of 1 staff member in Numeracy Recovery to support interventions including Small Group Setting • Further primary liaison using Numeracy PT role 		<p>in numeracy in S1, S2 and S3 – further detail to come</p>
Health and Wellbeing	<p>Children First Family Learning Officer to work with pupils and families who have attendance and late coming issues</p>	<ul style="list-style-type: none"> • Increase in average attendance from 87% in quintile 1 to 95% • Reduction in late coming from an average of 8 in quintile 1 and 2 <p>* data accurate at March 2017</p>	<ul style="list-style-type: none"> • Seemis data attendance and late coming
Across Learning	<p>Central PEF Posts:</p> <p>Numeracy, Literacy and Health & Wellbeing PEF Leads have been established to provide strategic advice, support and CLPL to schools.</p> <p>PEF Manager post has been provided to assist schools in relation to Finance, HR and Procurement.</p> <p>Introduction of Tapestry Programme for all staff</p> <p>PEF Champs</p>	<p>This team will support schools as follows:</p> <ul style="list-style-type: none"> • Identifying the gap and providing a baseline • Assist with sourcing appropriate staff and resources to fulfil the intervention strategies • Assist with measuring the impact of the strategies • Sharing good practice across the schools to assist with 2018 planning • Provide Professional Learning Opportunities for Literacy, Numeracy and H&WB in order to upskill staff • Improved pedagogy to support high quality learning and teaching on questioning, feedback, differentiation – all staff involved in TLC group • Raised attainment for all • Learners from Quintile 1 and 2 are able to support each other's learning and take increased responsibility for their own learning • Identification and direct working with specific groups of pupils within curriculum areas • Clear identification of appropriate learner 	<p>HTs will be asked at the end of the financial year to provide feedback in relation to these central posts. This information will be used to determine if these positions have been effective in assisting schools to fulfil their strategies aimed as closing the gap.</p> <p>A decision will be made in March 2017 if these posts should be extended beyond this date.</p> <p>Professional Learning Opportunities will be evaluated and their impact will be measured in schools by staff undertaking the training.</p> <ul style="list-style-type: none"> • Learner conversations, learning walks and evidence of feedback • Comparative analysis of questions and tasks that motivate and elicit evidence of learning • Measure of self-regulation techniques to support Learning to Learn programme • Increased attainment in subject data T&M spreadsheets • Increased attendance to 90%

		<ul style="list-style-type: none">• pathways across curriculum• Identifying trends in exclusions, absences, lates and recommending interventions• Increase in participation with targeted groups/Personal Achievement and Study Support	<ul style="list-style-type: none">• Reduction in exclusions from 70% in SIMD 1-3• Reduction in lates per pupil from 6 in S1-S3• Increased participation data in supported study and Personal Achievement areas in School SIMD Data file
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PART 3: Planned Expenditure

Type of Expenditure April 2017 – June 2018	Notes (eg FTE, no of hrs)	Cost
Staffing:		
Professional Learning:		
Programmes & Interventions:		
Total:		