



West Lothian
Council

The James Young High School



Standards & Quality Report

Session 2015/2016



Our learning Our community Our future

Context of the School

School roll is currently 1130 and serves the 4 cluster primary schools of Dedridge, Bankton, Williamston and Bellsquarry. In addition we have placing requests of 26%. Our Senior Leadership team (SLT) consists of HT, 2 DHTs, one acting DHT/PTC, and one Business Manager (who works across all cluster schools plus Beattlie). The SLT and our 7 PTCs Curriculum, 4 PTCs Support and 1 Pupil Support Manager form the Extended Leadership Team (ELT). We have a provision for young people with autistic spectrum disorder which currently accommodates 18 pupils.

Our school vision is focussed around Our Learning, Our Community & Our Future where we build on the following:

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

Progress made with our areas for development Session 2015 – 2016

Priority: Raising Attainment

Area for Development 1:

To continue to improve the quality of learning and teaching across the school

Good progress was made in this area

Evidence indicated:

- Our professional learning communities (PLC hubs) met regularly to raise awareness of growth mindset to enhance learning and teaching for young people
- There was positive feedback from hubs, focussing on growth mindset
- Some peer observations took place highlighting the use of growth mindset language
- Staff became more confident in their understanding of growth mindset

Next Steps:

- To continue work on growth mindset in the PLC whilst evidencing impact on the learner in the classroom. Practitioner enquiry approaches to be employed by some groups.
- To continue to evolve our vision through ongoing reflection and debate across the school and community with a particular focus on differentiation.
- To continue to ensure high quality learning experiences and the effective use of assessment for our young people in order that they maximise their successes and achievements.

Area for Development 2:

To continue to improve the curriculum in line with national expectations

Very good progress was made in this area

Evidence indicated:

- Programmes and courses for the new advanced higher were developed.
- Planned opportunities for wider and personal achievement were developed to ensure coherence and progression
- Staff have greater confidence in linking their subject to the world of work.
- A strategic approach to interdisciplinary learning (Phase 1) was developed for the BGE
- Additional time was established for numeracy
- A whole school literacy and numeracy strategy was started and included cluster moderation of reading and writing and joint working with St Margaret's and West Calder followed by action plan in increasing parental engagement

Next Steps:

- Continued development of our literacy and numeracy strategy
- Continued development of our Career Management skills strategy
- Continuous evaluation of the curriculum and courses

Area for Development 3:

To improve additional support needs provision and practice to better meet the needs of all young people

Good progress was made in this area

Evidence indicated:

- All learners receive their full entitlement to Personal Support
- The i-aspire resource was fully implemented with clear rationale, policies and procedures which are known to all staff and which support some learners who experience greater challenge
- Pupil wellbeing discussions are firmly embedded and used as a tool at House and ASN meetings
- Wellbeing Profile introduced for all staff to use in order to understand the context for all learners

Next Steps:

- To continue to carry out self-evaluation activities to fully evidence the effectiveness of pupil support, including the use of the Wellbeing Profile by all staff
- Ensuring Equity through developing a whole school strategy for narrowing the equity gap and raising attainment for young people from areas of highest deprivation.

Area for Development 4:

Improve outcomes for young people through self-evaluation

Good progress was made in this area

Evidence indicated:

- Enhanced teacher confidence in assessing progress in the Broad General Education (BGE)
- Increased staff awareness and confidence of how to intelligently use data, including Insight, as an informative tool to help raise attainment for all pupils
- Collaboration with other schools in West Lothian and the cluster has taken place to ensure moderation of standards and discussion about learning and teaching leading to raised attainment
- The Senior Phase spreadsheet is being used effectively to impact on attainment
- High quality learner conversations are taking place between staff and pupils in the Senior Phase

Next Steps:

- Greater partnership working in improvement planning at all levels and translation into practice, communication and evaluation
- To increase our confidence that all learners experience activities which are varied, differentiated, active and provide effective support and challenge through self evaluation processes
- To improve feedback and understanding of progress in the BGE for pupils and parents reflecting the development work carried out with staff in 2015-16
- To continue to share expectations of standards across our learning community through robust arrangements for moderation

